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Alberta Teachers' Conventions:
An Exploratory Study

by

©

Harold R. Hayter

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND
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2

ABSTRACT

This study was designed to determine, from a provincial perspective, what the opinions of Alberta teachers were with respect to Alberta Teachers' Conventions. The intent was also to identify significant differences in the responses of teachers, from rural versus urban settings, at varying experience levels, at different teaching levels, at different levels of teacher preparation in teaching versus administrative roles, and in different convention associations.

Literature pertaining to the history of Alberta Teachers Conventions as well as studies on teacher professional development and in-service were reviewed.

Interviews with and input from individuals involved in the organization of teachers' conventions provided the basis for developing the research instrument.

The sample consisted of 716 teachers or 3% of the active Alberta teacher population. All teachers, regardless of teaching level, educational level, position experience or location, were considered.

Of the questionnaires mailed out in May, 1980, 438 were returned completed enough to be considered usable. The questionnaire sought background information on the participants and their opinions on 34 items. The items were of the Likert form and involved a statement with the opportunity for participants to indicate some degree of agreement through disagreement.

The findings of the study included: 1) significant

differences in response by rural versus urban teachers on 15 of the 34 items; 2) significant differences in response based on teaching experience to 9 of the 34 items; 3) significant differences in response of teachers versus administrators on 8 of the 34 items; 4) significant differences in response based on convention association affiliation on 7 of the 34 items; 5) significant differences in response according to education on 6 of the 34 items; and 7) significant differences in response according to teaching level on 4 of the 34 items. Opinion and significant difference in the response of teacher subgroups was presented in accordance with its application to the discussion areas; public relations, evaluation, quality, organization and planning, goals and expenses.

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Chapter I

INTRODUCTION

Back Ground to the Problem

In Alberta, there are approximately 24,000 teachers, who are required to belong to the Alberta Teacher's Association (A.T.A.). As one of the benefits of belonging to that Association, teachers have the opportunity to attend one of eleven annual A.T.A. conventions, held at different locations throughout the province. These conventions are generally of a two day duration and are held on Thursday and Friday. A teacher attends the convention organized by a convention association which is made up of representatives from one or more "locals". These convention associations are formed with the approval of the provincial A.T.A.

The number of teachers belonging to a convention association varies considerably from a low of 575 to approximately 5,500. With the assistance of the provincial A.T.A., convention associations organize conventions; arrange for keynote speakers, workshops and displays on topics which the organizers feel will interest teachers from their locals. The cost of the convention is covered through fees collected from teachers. This fee varies from convention to convention, depending on the number of teachers involved, the number and cost of keynote speakers, and the cost of facilities and

and conveniences. Those who require accommodation are, in most instances, responsible for their own arrangements and resulting costs.

A number of teachers throughout the province and in particular, those in Bonnyville Local No. 61, expressed an interest in determining, in the opinion of Alberta teachers, the purpose and value of teachers conventions. Apparently, there are a number of divergent views across the province.

The purpose and value of teachers conventions has long been a topic of debate from the perspective of the educational system as well as with respect to the individual teaching process. Geroge (1967:17) believes "The purpose of a teacher's convention is professional development . . . improving competence" while Sharp (1967:21) feels that "The convention could best serve its purpose by taking the high road or inspirational level." Schreiber (1975:61) in his study noted that some teachers felt that conventions were not catering to the present day needs of teachers new to the profession. Since conventions have been considered by many to be a form of in-service, it is worth noting that Hass (1957:13-34) demonstrated the need for in-service education in light of such factors as rapid accumulation of academic and professional knowledge, the rapid cultural changes which characterize modern times, and the importance of making it possible for excellent teachers to make use of their creative abilities. Further to this, Brimm and Tollett(1974:523) found that teachers strongly agreed that they should have the opportunity to select the kind of in-service activities which might strengthen their professional competence. Taba (1965;466) and Adamek (1972;509) basically show agreement in there being a need for some hard-nosed thinking, debate, and agreement with respect to the purposes, structure, function, and limitations of annual conventions. As indicated earlier, this concern still exists today.

The Problem

It has been indicated that teacher's conventions may not be fulfilling the goals and/or purposes that Alberta teachers feel they should. The primary purpose of this study, therefore, was to determine from a provincial perspective what the opinions of teachers were with respect to present conventions.

Sub-Problems

1. To determine what, in teachers' opinions, the purpose or goals of conventions were and/or what they should be.
2. To determine if, in teachers' opinions, the goals and purposes of conventions might be better met through other modes.
3. To determine what teachers' opinions were with respect to personal expenses involved in attending conventions.
5. To determine teachers' perceptions of the publics impression of teachers' conventions.

6. To determine teachers' opinions with respect to various convention sessions and activities.
7. To determine if variation in opinion on the previous points exists; between rural and urban teachers; among elementary, junior and senior high teachers; as teachers become more experienced; among teachers with less than a B.Ed, B.Ed graduates, and those with better than a B.Ed; among convention associations; and between teachers and administrators.

Significance of the Study

To Teachers and Convention Committees. If specific goals, values, purposes, can be identified, then teachers may be able to better determine where convention activities best fit into their individual professional development plans. At the same time, convention committees might more easily identify areas and convention activities appropriate to the needs and desires of the greatest possible number of teachers. Indications from convention committees interviewed were generally that the quantity of feedback received from teachers with respect to satisfaction or recommendations, came from a low percentage of the total teachers involved. This study should provide convention committees with significant feedback to facilitate constructive changes in conventions.

To Schools and School Systems. If specific goals, values or purposes can be identified and if convention committees are able to provide activities leading to these ends, then the role of the schools in providing similar activities might become more specific.

The question of what the school system's responsibilities should be in the areas of professional development and introducing methodology and materials seems to vary with the systems.

This study should be of significant value to administrators at every level in identifying the roles and activities of administration in the areas of professional development and in-service.

To Students, Parents, and Taxpayers. Although students, in the main, consider teacher conventions as student and teacher holidays, student attitudes regarding conventions could be significantly improved if students were made more aware of the specific role of conventions and the potential benefits to the student. Parents likewise might be in greater support of the conventions if they were able to clearly identify the specific purpose of conventions. Indications are that parents often doubt that there exists any value to conventions and in some instances, see only disadvantages such as the need to hire babysitters during convention time. In consideration of the parent as a taxpayer, the common view seems to be that teachers' conventions are a waste of tax money and that teachers should not receive any pay while attending conventions.

This study could provide information valuable in significantly improving public attitude towards teacher conventions.

Assumptions

It was assumed that respondents possessed sufficient knowledge of convention organization and experience through attendance at conventions to complete the questionnaire with a reasonable degree of understanding. It is further assumed that teachers responded honestly to the questionnaire items considering conventions in general, and not, for example, only the most recent convention.

Delimitations

1. This study was limited to Alberta teachers and Alberta teachers' conventions.

Limitations

1. It was not possible to ensure that all respondents were equally knowledgeable with respect to areas referred to in the questionnaire.
2. The study could not ensure equal sampling of convention associations, experiential levels, on educational levels.
3. It was not possible to ensure effective communicative accuracy. It is possible that respondents may have misunderstood some questions.
4. This study was confined to a random sampling, through computer selection of 3% of the Alberta teaching force.

Definition of Terms

Teachers Convention. For the purpose of this study, a teachers' convention will refer simply to a gathering of teachers from a specific geographical area.

In-service. In-service in this study refers to any activity that contributes to a sharing of ideas, an improvement in professional or personal knowledge and skills or the installation of an innovation.

Professional Development. Professional development in this study refers to any activity a teacher finds himself in which results in greater understanding of the teaching profession or maturation in that profession.

Workshop Session. A workshop session will refer to a session in which information on a particular subject or grade is presented.

General Session. A general session refers to a session which involves a "keynote speaker" or an inspirational message of interest to any educator.

Rural. For the purpose of this study, rural refers to a school or teacher under the administrative supervision of a country or division that is located in a village or town.

Urban. For the purpose of this study, urban refers to a school or teacher under the administrative supervision of a country or division that is located in a city.

Organization of the Thesis

Chapter one introduces the study undertaken. A brief explanation of the background and related aspects leads into the statement of the problem and sub-problems. Some points of significance of the study are then followed by the assumptions, delimitation and limitations in conducting the study. Finally, the chapter is concluded with a number of pertinent definitions.

The review of the relevant literature contained in chapter two is divided into three areas; the history of Alberta Teachers' Conventions, research and comments on teachers' conventions, and an overview of the present Alberta Teachers' Convention scene.

Chapter three provides a detailed description of the methodology used in this study. The preliminary activities and investigations leading to the identification of the main problem and sub-problems are reviewed and the procedure followed in developing the instrument is outlined. Then some comments on reliability, validity, and the pilot study are presented. The remainder of the chapter explains the data collection and follow-up activities, outlines the treatment of the data and presents characteristics of the respondents.

The general response received from the participants is described in chapter four. The opinions of teachers in general regarding particular aspects of conventions is presented.

Chapter five identifies significant differences in subgroup responses to specific areas of interest. These areas are; public relations, attendance, evaluation, quality, organization and planning, goals and expenses.

In chapter six, a summary of the problem, need and study methodology is provided, followed by general findings, discussion, recommendations and areas for further study.

Chapter II

REVIEW OF RELATED LITERATURE

People in many occupations throughout North America annually plan and attend conventions. Good (1973:137) defined a convention as " a meeting or assembly." In some instances, the purpose of these conventions is fairly clear, however, in many instances, the opposite is often the case. Holland (1970:127) described the National Convention of the American Psychological Association as ". . . a large, not very entertaining circus." Adamek (1972:509) said with reference to the American Personnel and Guidance Association Convention:

> It strikes me that some hard-nosed thinking, debate and agreement are needed on the purposes, structure, and limitations of annual conventions. What should and could conventions accomplish? Would our members be willing to accept the answers?

Similar thoughts appear to be crossing the minds of some of Alberta's teachers. The definition of a teachers' convention put forth by Good (1973:137) is that they are a "scheduled gathering of teachers from a single geographical area." There are a number of varying preceptions with respect to the role of the Alberta Teachers' Conventions, some of which have been presented by such people as J. L. George (1967:17), I. J. Sharp (1966:15), and the Alberta Teacher Association (1966:15).

The purpose of this chapter is to review the history of Alberta Teachers' Conventions, present some of the research and comments on these conventions, and to develop an overview of the present Alberta Teachers' Convention scene.

History of Alberta Teachers' Conventions

The Alberta Teachers' Association Magazine (1963:10) indicates that conventions are "among the oldest of in-service activities", and claims that:

> For many years prior to World War II, conventions had been held under the auspices of the Department of Education in each inspectorate and served as convenient occasions for inspectors and superintendents to give instruction to teachers under their jurisdiction.

Misener (1950:4) recalls, and his comments are echoed by Chalmers (1968:16) that:

> In 1915, the administration of education in Alberta headed by the Department of Education was a strictly paternalistic system with an occasional trend towards dictatorship.

Misener notes that conventions were presided over by officials of the Department, that there was no continuity of business from year to year, and that "the purpose of the conventions appeared to be to listen respectfully to speakers, and to start from scratch each year."

According to Chalmers, the first annual convention would likely have been held in 1893 by the Northern Alberta Teachers Association. It appears that this Association was probably influential in the formation of the Alberta Education Association (A.E.A.) which, based on the number of conventions recorded in the A.T.A. magazine, first held a convention in 1911.

As a result of a series of motions put forth at the 1917 Easter Convention in Calgary, the Charter of the Alberta Teachers' Alliance came into existence and the role of the Annual Easter Convention started to take a new shape. Teachers now had their own representative body and primarily, because of the growth in the teaching force, they found they had the voting power to override decisions of the school inspectors at conventions.

As early as 1920, teachers were questioning the departmental control of their conventions and suggesting that the Alliance take over the various Local Teachers Conventions in the Province. This was potentially seen as a major step in the direction of self-determination. Teachers saw no reason why an arrangement with the Department of Education could not be made which would be satisfactory both to the Alliance and to the Department.

In January, 1922, the Alberta Teachers' Alliance tendered a request to the Alberta Inspectors, that a two-day institute be established and that the second day be in the hands of representatives of the Local Alliance. The inspectors indicated they would cooperate in the two-day institutes, "should the Department and the Alliance solve the problem of ways and incidents to the holding of these institutes." (A. T.A. Magazine, 1922:16), but difficulties with regards to the ambiguous position of a teacher under the School Ordinance arose.

> For the teacher while in attendance at the conventions or institutes is earning his salary just as if he were actually teaching, and it may well be argued that he ought not to use school time, for which he is paid a proportionate part of his salary, to further the interests of his professional organization. (A.T.A. Magazine, 1952:16)

The general feeling of the teacher was that "when the Department assumes full responsibility for these conventions or institutes, it at the same time incurs a liability for all expenses." (A.T.A. Magazine, 1922:16)

The solution, the Alberta Teacher's Alliance thought, was for the Department to give the inspectors permission to cooperate with the A.T.A. There would then be a permanent teachers' body to help organize and finance the local conventions and institutes; there would be no duplication of discussions and resolutions on professional matters; and there would be some guarantee of permanence in the matter of holding the conventions.

Because teachers were greater in number than inspectors, it is not surprising that Easter Convention soon became the opportunity at which the Alliance could conduct its annual business meeting, or as it is more commonly known "Annual General Meeting" (A.G.M.). However, as long as Easter Conventions were being held on employer time with Departmental approval, teachers and the Alliance were not in complete control of the Easter Convention. With the idea in mind of gaining control, the Alliance saw the need to hold conventions on the teacher's own time and, as a result, the following resolutions were put forth at the 1924 A.G.M.

(A.T.A. Magazine, 1924;5);

> Resolved. That Easter week be made a Statutory Holiday (Stoney Plain Local). . . Resolved. That the present Easter Vacation provided for attendance at the Provincial should be declared a statutory holiday (Edmonton High).

The question of control, involvement and financial responsibility was to continue for a number of years. However, in 1925, a major step forward was made when an amendment to the School Act provided that the whole of Easter week would be a statutory holiday. This was seen as an opportunity for teachers of the Alliance to meet without control by the Inspectors of the Department. As for teachers being professional enough to attend the convention when under no financial obligation, it was felt that "the 'cream' of the profession will still look forward to a time of inspiration and enlightenment at the Convention". (A.T.A. Magazine, 1925:14).

Since the members of the Alberta Education Association (A.E.A.) were, to a great extent, also members of the Alberta Teachers' Alliance, the A.G.M. passed a resolution in 1926 that steps be taken whereby the A.T.A. would assume the work and duties of the A.E.A. But, according to Chalmers, the A.G.M. did not occupy the whole of the Eastern Convention until 1946. At that point, the Alberta Education Association or Alberta Educational Federation (A.E.F.) as it was called in 1933 no longer existed.

Chalmer recalls (1968;83) that,

> As the A.T.A. grew in membership and in the complexity of its projects and programs, it required more and more time at the Easter conventions, leaving progressively less for the purely professional features which were the primary responsibility of the A.E.F.

It would appear then, that this was likely about the time that the Local conventions, as we know them today, became the significant annually scheduled gathering of teachers.

Traditionally, these conventions were held in the fall months. Chalmers quotes Kratzmann as saying (1968:83)

> The fall Convention has grown in professional stature, passing from the institute for the discussion of Departmental directives to meetings which provide for addresses of prominent educators and exchange of ideas, discussions of current problems, and opportunities to present and have evaluated study and research projects which they have conducted.

As for departmental control ~~in~~ these conventions, Chalmers claims (1968:84)

> It is only by the grace of the provincial authorities that teachers have been able to use school days for them and receive their pay. The rule has always been that the teacher must be either in the convention hall or in the classroom during the days designated for the convention, or suffer the economic consequences.

With regards to how locals and subsequently local conventions were decided upon, Chalmers says (1968:84) that,

> At first, there was one to each inspectorate, each of which covered a large and sparsely settled area, for example, in 1903 one for Northern Alberta - The territory not the province. With increasing settlement the number of inspectorates grew and the area of each diminished, with better roads and other improvements in transportation facilities, a number of inspectorates would combine to hold one larger and better convention attended by several hundred instead of several dozen teachers.

In addition to local conventions intended primarily for elementary school teachers, for a number of years the high school instructors held their own gatherings in Edmonton and Calgary. Apparently, these came about because of the recognition of a junior high school level about the mid 1930's. However, with the organization of school divisions about 1937, and the inclusion therein of towns and villages where high schools were located;

> High school teachers and principals found themselves increasingly involved in A.T.A. Locals and pressed to fill leadership roles for which less qualified and less experienced teachers in rural schools felt themselves inadequate. As local conventions grew and high schools became larger and more numerous, secondary school people found they did not need to go to large cities to get whatever they did expect from conventions. (Chalmer, 1968, pp. 85-86)

The roots of today's conventions, as has been indicated, were formed through the inspectorates and locals. With the inception of the Alberta Teachers' Alliance, or the A.T.A., as it is known today, the formation of local teacher organizations was strongly encouraged and conversely, it was through local conventions that teacher membership in the Alliance was strongly encouraged.

The Department maintained its control over conventions for some time, in fact in 1931 the Minister of Education took it upon himself to cancel all conventions, an act which according to the Regulations in Section 169 of the School Act existing at that time, he had no authority to do. The A.T.A. showed their strength in 1937,

> The year in which the first eleven divisions were erected, the executive council took steps to assume control of these local meetings. The word went out

> to the faithful that they should introduce resolutions at each convention to turn over its control to the A.T.A.... By the fall of the same year the Association seems to have achieved its aim with respect to local conventions and with the full concurrence of the department of education. (Chalmers 1969:157)

Teachers attending high school conventions were unable to attend local conventions as they occured on the same dates. The President's Report to the A.G.M. 1940 is recorded as stating (A.T.A. Magazine 1940:11)

> The problem of the organization of Fall Conventions remains unsettled. It is hoped that some plan may be worked out whereby high school teachers will be able to attend both their High School Convention and the Convention of the local with which they are affiliated.

This problem died a natural death about the time of World War II apparently as a result of gas rationing and other factors indicated earlier. The two high school conventions were integrated with the fall conventions.

The A.T.A. in 1938 indicated it was having difficulty in making available "big name" speakers for local conventions as they had committed themselves to do after the passing of the Teaching Profession Act of 1935. To remedy the situation, it became the practice to timetable conventions early in September. In 1940 the A.T.A. Magazine announced the dates of 19 fall conventions and for approximately the next 10 years conventions providing inspiration, orientation, and professional development occurred each fall. According to the A.T.A. Magazine (1951:34) "The trend in conventions is toward more teacher participation through workshops, techniques, panel discussions, and sectional meetings". Edmonton and Calgary city locals decided to hold winter conventions in 1952.

With respect to the fall convention scene, the A.T.A. Magazine (1954:29) indicated that the Department of Education and the Faculty of Education of the University of Alberta were both to send representatives to every convention. The A.T.A. would supply and make the arrengements for guest speakers, and prepare a time table, on a fifty-fifty cost sharing basis with the convention association. Conventions would be assessed on a per capita basis as determined by the Executive Council of the Association. Convention committees were to provide time for the Association Executive Council representatives to speak to the teachers on Association business, and make provision for meetings of locals, Association business not to exceed one-half day. A copy of the program for each convention was to be sent to the Department of Education and to the General Secretary of the A.T.A. The year 1954 might also be noted as the date when Edmonton District convention broke the mold of history and held their convention in a hotel rather than in a school as was the case for conventions historically.

Chalmers (1968:86) says

> To speak of fall conventions today is a misnomer, in 1966 only three such gatherings were held in October as compared with one in January and eleven in February. The change became feasible when the A.T.A. gradually abandoned the practice of bringing in outside educators. . .

The change from fall to winter dates for conventions as well as the development of a convention guidebook was the result of a meeting of officials from 21 convention districts held in 1962 to look at ways to improve convention programs. At this meeting, it was made clear

> . . . that the Association is responsible for the organization and conduct of conventions, that the planning and conduct of fall conventions has been delegated to convention committees, and that the Association proposes to offer assistance in the organization and conduct of conventions. (A.T.A. Magazine, 1962:49)

The convention guidebook might be considered the instrument which eventually led to local teachers organizing and running their own conventions. Indications were also made at the meeting that most conventions had adopted, with minor modifications, a model constitution prepared by the A.T.A. for their conventions.

To conclude this historical review of the literature, it is worth noting some of what McCall (1967: pp 9-10) outlined as being evident convention trends at the Banff Convention Seminar in 1967. The feeling was that:

- Most convention districts were going to get larger. Dr. B. T. Keeler, A.T.A. president, in his introductory address to the delegates, suggested that the existing seventeen convention districts might become approximately nine convention districts. There appeared to be two main factors forcing convention committees to seriously consider the larger district. If convention committees were to become more sophisticated in their planning of conventions and more selective in their choice of speakers, if convention booklets and publicizing of conventions were to be more effective, and if there was to be a greater variety of topics from which the teacher might choose, then an increased budget and a larger number of participating teachers was required.

- In order to appeal to as many teachers as possible, future conventions would likely be developed around general educational topics dealing with such things as new trends and developments. Speakers would address large groups followed by meetings of small groups of teachers who would deal with the application of the theories in the main address to specific subject area fields.
- Convention districts would probably make more use of the professional development committees of the locals.
- If conventions were to be significantly improved, the work of convention committees, specialist councils, professional development committees, and Central Office personnel would have to be closely coordinated. However, the success of conventions would ultimately depend on teachers

teachers and their involvement and suggestions for improvements.

Research and Comments on Teachers' Conventions

Teachers are not unlike professionals working in other fields. They too suffer the pressures of change, public opinion, and a need for revitalization. Henderson (1978:13) quotes (Levin, 1962):

> The further training of teachers inservice works like a tonic, like an injection that helps to protect the body from different diseases, and the commonest disease teachers suffer from is arteriosclerosis, that is long set habits that become a second nature, forcing them to act always in the old well-established way, independently of the transformed world around them.

The Alberta Teachers' Association, Professional Development Bulletin claims (1966:15) that, "Teachers' conventions are intended to provide the awareness, information, and interest that teachers require to search for new and better ideas and methods."

J. L. George (1967:17) believes that, "The purpose of a teachers' convention is professional development of the teacher, improving the competence of the teacher."

I. J. Sharpe (1967:21) feels that, "The convention could best serve its purpose by taking the high road or inspirational level."

Considering teachers' conventions as one form of inservice, it seems in order to review some of the findings of Brimm and Tollett (1974:523) with respect to how Tennessee teachers feel about inservice education. In response to a questionnaire of 34 items, Brimm and Tollett found that:

> . . . the one which received the strongest endorsement by teachers was "The teacher should have the opportunity to select the kind of inservice activities which he feels will strengthen his professional competence".

Although it does not appear that any activity similar to conventions is held in Tennessee, indications were that "76% of the respondents felt that attendance at system-wide inservice activities is desirable and should be required of all teachers." Further to this, "Classroom teachers felt strongly (90%) that one of the primary purposes of inservice programs should be to help the teacher upgrade his classroom performance.

Brimm and Tollett (1974:524) felt their study substantiated "the notion that inservice programs are poorly planned, inadequately executed and lacking in proper evaluative procedures."

Schreiber (1975) conducted a study entitled In-Service Education Preferences of Teachers and Administrators in the Province of Alberta. From the data collected Schreiber found, based on rank order, that the most preferred inservice activity was the workshop and that the least preferred (ranking sixth) was the convention. He received comments like:

> I feel more release time for teachers to attend inservice training - workshops, seminars, etc. would be much more beneficial to teachers than our present conventions are. Replace conventions with in-service, (1975:59)

and

> Big conventions, I think, do not cater to the present day needs of teachers new to this profession, (1975:61).

When Schreiber considered the least preferred in-service activity, he found that those with 0-4 years experience (at .01 level of confidence) preferred conferences and institutes and those with 20 or more years preferred conventions and demonstrations.

The Alberta Advisory Committee on Educational Research and the Alberta Teachers' Association conducted a survey of 1006 Alberta teachers in 1964. From the 83.7% returns, some of the conclusions were:

- Teachers were overwhelmingly in favor of the typical Thursday-Friday, two-day, teachers' convention. (72%)
- Opinion was divided on the best time of year for conventions.
- The two main causes of poor attendance appeared to be that; conventions are not of direct use in teaching, and teachers aren't professionally minded.
- That the great majority of teachers want conventions that are half or more than half devoted to workshops (88.1%)
- Of the six Professional Development activities listed, conventions were rated second in importance.
- Nearly 80% of teachers feel that conventions are of some value.

- Over 90% of the respondents felt that conventions should be continued.

The Alberta Teachers' Association, Professional Development Department, in 1967, conducted an International Survey of Convention Practices Among Selected Teachers' Organizations. Some of the conclusions and observations were:

- Teachers' conventions are well established as one kind of inservice activity.
- There is a diversity of financing activities and of kinds of assistance received.
- In the main, special committees are set up to organize the conventions.
- Topics for conventions are intended to be those of current interest to educators.
- Resource personnel are drawn heavily from the department of education and university officials.
- A very common aspect of conventions is an attempt to evaluate the program in some way.
- Data submitted indicate committees spell out in an objective manner the processes and purposes which are to be pursued.
- There was a trend toward the thematic approach to conventions.
- The resources of the larger convention tend to permit a more extensive organization which results in a more diversified convention with respect to program content and activity for the various interest groups.

To conclude this section, two comments seem appropriate:

Wyatt (1964:35) said:

> If the teacher as a result of a convention becomes more aware of the changing demand and implications for the educational program, if he is bringing about adjustments in the classroom and supporting progressive policies in the school, then, I think conventions are achieving their goals, for the teacher is growing professionally.

and the A.T.A. Magazine (1920, 1 (2):14) in providing some impressions of the Tenth Annual Convention of the Alberta Educational Associations concluded:

> We have come to the end - we have perhaps been distinctively critical; but we have only the one aim, viz., to arouse us teachers to a higher, truer sense of the dignity of our calling, to the greatness of our work; to stimulate our thought with respect to education as a whole and not in minute fragments. If we succeed in one-tenth of all we would like to do we have not written in vain.

Overview of Present Alberta Teachers' Convention Scene

Convention Associations and Membership. At the present time (1981), there are 11 convention associations in Alberta. They are:

North Central
Red Deer Area
North Eastern Alberta
South Eastern Alberta
Greater Edmonton
Calgary City
South Western Alberta
Palliser District
Central East
North Peace
South Peace

The membership of these convention associations is made up of teachers from a number of school divisions, counties, or districts.

Convention Legislation, Policy, Guideline and Constitutions. From a provincial perspective, the only reference made concerning teachers' conventions in the School Act, as amended November 3, 1978, section 74 (1), is with regards to the meaning of day or day in the school year which states:

> A day on which instruction is given by a teacher and includes emergency school closures, school closures approval by the Minister, two days for teachers conventions....

In a brochure for teachers entitled Teacher's Convention: A Professional and Legal Obligation, it is stated that "In addition to having a professional obligation to attend conventions, Alberta teachers also have a legal obligation," as outlined in Section 74 of the School Act. "Thus, school boards have the right to deduct pay from, or lay charges against teachers absent from conventions without legitimate reason." The brochure further indicates that the situation professionally is that:

> the Alberta Teachers' Association charges teachers to strive to improve their educational practices through professional growth. One of the main ways of accomplishing this is through teachers' conventions.

Legally, each indidividual school board still has the power to approve when conventions will be held and to what degree teachers are obligated to attend. The Alberta Teachers' Association, Administrative Guidelines to Locals (1978: pp 91-92) with respect to Teachers' Conventions, outlines what the provincial and local bodies "shall" do. These guidelines contain information on selection of convention dates, press releases, adoption of constitutions, preparation of budgets and financial statements, reorganization of convention districts, local withdrawl from convention associations, assignment of Association Executive staff members and the role of district representatives.

Each convention association has a constitution, all of which are very similar and from which a "Convention Model Constitution" was drafted by the A.T.A. and approved by Provincial Executive Council in February, 1980.

Provincial A.T.A. Support to Convention Associations. According to the A.T.A. Members' Handbook, (1979:56) services of the Professional Development Division of the A.T.A. include, "assistance by staff and PD consultants to convention association in planning, securing speakers, publicity and organization." Other services available from the A.T.A. according to the Administrative Guidelines include, "The issue of one general press release for each convention." and "Consideration for a subsidy for the provision of convention publicity materials for student teachers." Information published by the A.T.A. such as "A Convention Communication Officer's Checklist" is often found to be useful.

A.T.A. involvement in local conventions is primarily of a support and consultative nature. The professional development consultants are teachers from the field with considerable experience. The A.T.A. covers the expenses of these consultants when they are assigned to assist convention associations that have requested assistance. A.T.A. professional development staff will help associations work out special problems when requested and will also speak on or to specific topics related to A.T.A. affairs. (Flower: 1980)

Financing of Conventions. Working capital is obtained entirely through teacher registration fees and charges levied against companies for setting up commercial displays. The South Peace Association appears to be the only association which did not charge for display space in 1980. Registration fees for the eleven teachers' conventions held in 1980 ranged from $7.50 to $25.00 averaging out at $15.00.

The funds collected are used to cover any one of, and in many cases most of, the following expenses; travel and subsistence for members of the convention committee, convention space, speaker honoraria and expenses, and publication of convention programs. These are only the major expenses.

The cost of convention space in 1980 depending on the association and location, ranged from nothing to $11,000.00. In some instances associations utilize school facilities while in others, such as Calgary and Edmonton, a convention hall or hotels are used.

Fees, in most cases, are collected from each teacher through the local prior to the convention. Many teachers must travel to and obtain lodging while attending conventions at their own expense. The Fort McMurray teachers had in their 1979-80 contract a clause on convention expenses which stated,

tated, (Fort McMurray School Authorities Association, 1979-80 p. 5).

> Convention expenses - will be paid to each teacher employed by the Member Board. The rates will be as follows.... Attendance will be required. Proof of attendance shall be certified by the principal.

Teachers attending the major social activity, (e.g. dinner and dance) at 1979-80 conventions were in all cases, charged admission. In three instances, free wine and cheese parties were held preceding the two day convention. The only association which did not charge for these social activities either evening was the North East Association.

Convention Programs. The general time frame for conventions runs from Wednesday evening to Friday afternoon. Six associations in 1980 had organized kick-off functions ranging from wine and cheese parties to dances. The Greater Edmonton Association held its opening session on the Wednesday evening and presented a keynote speaker. Most of the associations hold their opening sessions Thursday morning. Calgary City Convention Association, according to their 1980 program, had no opening session, greetings or keynote speaker but went directly into their convention program.

Presentations seem to fit into two categories, general sessions and groups known as special or special interest sessions or simple small groups.

In the smaller conventions, the general session is usually meant to involve all of the teachers at the convention, and at these sessions, there is usually a keynote or guest speaker. The number of general sessions is most often two. The three largest conventions, North Central, Edmonton City and Calgary City had 30, 12, and 75 general sessions respectively in 1980. The term "general" appears to imply that a teacher no matter what his specialty may find the topic interesting. These too, are the sessions at which a teacher may have an opportunity to reconsider his educational philosophy or pick up inspirational tidbits.

The second presentation category, referred to here as the special sessions, is usually provided as an opportunity for teachers to obtain information on a specific subject or interest area. At some conventions, for example the 1980 South Western Convention, the specialist councils became actively involved, providing information and ideas on new and interesting topics in such fields as early childhood education, reading and social studies.

Varying numbers of each type of session are offered at least on the Thursday afternoon and Friday morning. Keynote speakers may be heard opening the Friday morning sessions, even, as was the case of one convention, while eating breakfast. Some conventions wind up their activities with a special guest speaker.

According to a "Summary of Convention Practice, Alberta Teachers Association" (1980), the amount each association budgets for speakers varies as does the amount budgeted for general versus special speakers. In the same summary, Dmetrichuk, (1980), indicated that in all cases convention associations presented some type of social activity on the Thursday evening. The types of activities included banquets, cabarets, dances, bars, and dinner theatres. In all cases, expect at the Northeast Convention, an additional fee was charged for this function.

Displays at Conventions. As noted previously, revenues are collected by providing product display space for companies. The types of companies that rent this space include those who produce text books, workbooks, encyclopedias, arts and science equipment, physical education equipment, audio visual equipment, reading equipment, and office equipment. Related businesses such as insurance and investment companies as well as local associations and government branches such as Alberta Culture have also been known to purchase display space.

Attendance at Conventions. Dmetrichuks' Summary of Convention Practices, (1980) published by the A.T.A. presents the percentage attendance at sessions as indicated by each association. In each case, the highest percentage was at the first session with a range from 80-100%. In most cases, the attendance tapered off gradually from the first to last session. Calgary City, Central East, and South East showed an increase in the last session over the middle sessions. With the first two of these associations, the percentage at the first and last sessions is indicated as being the same. When asked if the associations had any problem with respect to attendance, six associations sain "No" and one response was expressed in each of the categories of, "Perhaps", "Questionable", and "Yes". One association indicated "Not our Concern, But That of the A.T.A.". (Summary of Convention Practices, 1980).

Evaluation of Conventions. Some form of evaluation of conventions appears to occur in the majority of cases. At least four of the associations in 1980 included an evaluation form in their program and it is assumed that all other associations have a form that is sent to teachers through a staff representative or some other channel as was the case with the Central East Convention Association.

The Southwestern Convention Association Program (1980:20), evaluation questionnaire asked, "What were the strong points of the Convention? What were the weak points of the Convention?". With respect to what teachers thought of the convention, their impressions of changes in the format, the banquet and dance and the "kickoff breakfast", teachers were asked to check off a rating ranging from excellent to poor. With further regard to these activities, teachers were asked whether the costs were: too high, about right, or too low and if they had any comments.

Greater Edmonton Convention Association evaluation form requested teachers to circle a number from 1 to 5 indicating degrees of agreement to convention theme, value of subject and general sessions, increasing the number of field trips, and the value of a dance or convention breadfast. Teachers were also asked for suggestions on a theme for next years convention and ways to improve on the program, publicity, booklet, socials, etc.

The format and content of all evaluation forms was not available to the researcher. However, evaluation of some form, it appears, is being conducted in every case. Evaluation, as can be seen, is on specifics of convention programming and not on the broader issue of the value of conventions as a whole.

It appears that teachers very nearly have total operational control over conventions. Teachers decide on the program content and thus are the individuals who decide what the goals and values are, whether or not these have been met, and what changes should be made.

SUMMARY

Conventions are an activity which is not peculiar to teachers only. Many professional and non-professional groups hold conventions or similar activities annually. The purpose and value of conventions to these groups has probably been discussed in every instance.

Historically, in Alberta, it is indicated that teacher conventions were not the product of teachers, but those who inspected the teachers. The evolution of today's teacher conventions basically involves a transition of control and direction from the hands of the "employer representative" to the employee, Teachers now have complete control over the program activities of conventions. As well, the time free from classroom activities is a legislated right. Teachers may use that time to take part in any convention activity of their choice which they feel will be to the betterment of themselves as teachers.

There seems to be some question with regards to where conventions fit into the realm of betterment. Historically there were no professional development days or inservice days as exist in most school systems today. There is fairly common agreement that conventions can provide opportunities for professional development. There is likewise support for the consideration of conventions as a form of inservice. Consensus with regards to the specific role and value is, however, not evident. Some would argue that conventions are remis of any purpose, or that at best are a poor duplication of other forms of inservice activities. Some feel strongly that conventions are an opportunity for initial introduction to new teaching methods, materials, and philosophies. Indications are that many teachers view conventions as an opportunity to get away from the humdrum of the classroom; to see themselves as members of a large, important, professional body; or simply to renew old acquaintances. The variation in opinions on conventions seems considerable.

This particular study addresses itself to the question of whether or not the factors of experience, training, setting, teaching level and position are in any way related to impressions of the role and value of activities presently being taken part in at conventions. Further, if there is a relationship, what is the nature of the relationship?

Chapter III

METHODOLOGY

This chapter includes a discussion of: 1) the research instrument; 2) the procedures used in data collection; and 3) the treatment of the data.

The Research Instrument

Data Collection Leading to Instrument Construction. Initially, construction of the instrument was based on a list of questions indentified by Mr. John Burger, a member of Bonnyville Local #61. His questions were directed at determining teacher satisfaction with the current structure and goals of teacher conventions.

In order to get a broader perspective of teacher conventions it seemed appropriate to interview convention organizers with respect to their views, opinions, questions, on such aspects as roles, goals, and organization. Those convention organizers interviewed were from Greater Edmonton, North East, North Central and Central East convention associations. Choice was based primarily on convenience as all of these associations held their 1980 conventions in Edmonton. Wherever possible, it was intended that organizers be interviewed individually however, in some instances, group interviews were conducted.

Organizers identified the roles and goals of conventions as being: inspiration, information, professional improvement, inservice, morale building, socialization, or simply an opportunity to get away from home and school where the teachers could relax. A number of areas were suggested for consideration in the study. Fees and attendance are apparently two areas which teachers often question. The public relations value of conventions was also presented as worth considering. Apparently evaluation of specifics in each convention is being carried out, however little has been done in the past to assess teachers attitudes on the merit of conventions in the general scope. Other areas of interest included size, quality, cost of speakers, rural versus urban differences, convention location, travel and personally incurred costs.

The result was that these interviews led to the rounding out of important aspects of the study and hopefully greater potential use of the findings.

General Design of the Study. For this descriptive type study, the Department of Education's computer was accessed through the A.T.A. to provide a random sample. Every thirty-third active teacher in Alberta on the computer list was included. A questionnaire was then mailed to each member of the population sample to determine their feelings regarding conventions. More detail on the development of the instrument is presented under following sub-headings.

Construction and Description of the Instrument. From the preliminary data collected through interviews with convention organizers, discussions with Dr. Hyrnyk and Dr. Bride of the A.T.A. and the original list of questions identified by Mr. J. Burger, the first draft of a questionnaire was constructed. This draft consisted of two sections. Section (A) attempted to determine the respondents teaching level, training, experience, convention association, administrative involvement, school setting (rural or urban) and their involvement with conventions, professional development, inservice and the Alberta Teachers Association. Section (B) solicited teacher opinions with regards to the areas identified on pages 36 and 37, Chapter III. Section (A) primarily employed the format where the respondent checks off the response that applies and section (B) consisted mainly of items using an ordinal scale in a Likert format ranging from strongly agree to strongly disagree.

It should be noted with reference to the ordinal aspect of the questionnaire that response choice differed in two aspects from the standard format. The neutral response was placed first in the order of choice rather than as more commonly found in the middle. This was done in an attempt to deter respondents from taking a neutral stance. The second aspect worth noting was that a sixth choice headed (irregular or inappropriate) was provided following the other choices. This choice was included so that respondents who did not understand the question or felt they were not familiar with the topic area of the item would be able to indicate so. Teachers responding in this way were asked to comment on why they choose that response. (Comments are recorded in Appendix C, page 164).

The first draft of the instrument was presented to and discussed with Mr. Burger, Dr. Hyrnyk, Dr. Bride, (identified earlier), and Dr. Nixon and Dr. MacKay of the Department of Educational Administration, University of Alberta. Recommendations from these people were taken into consideration and a second draft was constructed.

Pilot. The second draft of the questionnaire was distributed to 22 teachers and administrators enrolled in the course Educational Administration 512 at the University of Alberta during the Spring Session of 1980. Eighteen of these were returned. Questionnaires were also distributed to a group of 12 active administrators attending a sessional course at the University of Alberta, all of these questionnaires were retreived. In addition, 14 teachers randomly selected from the areas of Bonnyville, Grand Centre, Edson and Hinton commented and made recommendations on the questionnaire. As a result of all the comments and recommendations made by teachers, administrators, A.T.A. representatives and professors in the Department of Educational Administration, a number of revisions were made and some items were dropped. The final draft, which is included in Appendix A, contained seven items pertaining to background information and 34 items pertaining to the areas discussed in section (1) pages 36 and 37 of this chapter.

A formal pilot study based on a segment of the population was not conducted primarily because of timing. It was the desire of the researcher that the final draft of the questionnaire be distributed to the population sample between the conclusion of the last 1980 convention and the first part of May, 1980.

Reliability. To determine reliability of the questionnaire in this instance was difficult if not impossible. A number of factors contribute to this fact. Number one, the questionnaire was constructed wholly from raw data and not in any way from previously used instruments. Secondly, the area being studied does not, over a period of time, remain constant. Finally, t[illegible] respondents and their respective opinions may not remain constant.

Validity. Since the instrument was soliciting opinion, validity was likewise difficult to assess. If validity is measured by whether or not the instrument does in fact test for what it is supposed to, then it must be assumed that if a respondent agrees or disagrees with an opinion type statement, then the instrument has in fact tested and found out what it was supposed to determine. As mentioned in a previous section, respondents were given the opportunity of responding by indicating that the statement was "Inappropriate" if the content or format of any item was inappropriate, irregular, or did not apply to a particular situation.

A further opportunity was given to respondents by including the neutral response. This gave the respondent the opportunity to identify in essence, that an opinion had not been formed with respect to that particular item.

As for variations in results, it was assumed in this instance that there would be variations according to the respondents geographical location, their educational background, experience and administrative involvement.

The major step taken in an attempt to increase validity was that of having a number of teachers and administrators review and comment on the questionnaire. Any item which was confusing to more than two previewers was omitted, resulting in the total number of items being reduced from 44 to 34. Where a particular word or phrase did not seem appropriate to one previewer, it was discussed with other graduate candidates and was modified accordingly. There appears however, to be no guarantee that what was being asked would in fact get the response expected when drafting the questionnaire. It was not apparent until after the questionnaires were returned that an item might be poor. Such was the case for item 7, section A, which dealt with leadership involvement in conventions, A.T.A., professional development and inservice. This item was not considered after the questionnaire was returned.

Data Collection

The Population and Sample. According to the Alberta

Teachers Association, the Alberta teaching population in 1980 was approximately 24,000. All of these teachers had the right to attend one of eleven Alberta teachers' convenitons. It was determined that a 3% sample of this population would adequately assess Alberta teachers opinions on their conventions. The name and address of every active teacher in Alberta is recorded on computer tape by the Department of Education, however, the computer was not able to indicate the teachers' convention association affiliation. As a result, a 3% random sample was provided by computer but the sample could not be stratified according to convention association. To compensate for this the questionnaire was constructed with the inclusion of an item identifying respondents associations thus the percentage of response from each convention association could be determined. The Department of Education Computer was programmed to provide the name and address of every 33rd teacher and the result totalled 716.

Sample Results. Of the 716 questionnaires mailed out, a total of 463 or 64.66% were returned. The number of questionnaires the researcher considered usable was 438 or 61.17%.

The total population and sub-totals according to association (Table 1), were determined by the A.T.A. in 1980. The researcher was led to believe, based on the sampling done by the Department of Education computer, that the total teaching population was approximately 24,000. Since percentage returns are calculated according to A.T.A. records of association membership rather than according to the Department of Education's indications of membership (24,000), percentage returns are consequently slightly lower.

Table 1

Numbers and Percentages of 438 Respondents

Classified According to Convention Association

Convention Association	Association Members	Total n	Percentage Ruturns of Membership
Calgary	5500	93	1.69
Central East	950	19	2.00
Greater Edmonton	5300	114	2.15
North Central	4500	67	1.49
North East	1700	29	1.71
North Peace	575	9	1.56
Palliser	1560	25	1.60
Red Deer	1500	30	2.00
South East	850	17	2.00
South Peace	675	8	1.19
South West	1450	26	1.79
Association Unidentified	-	1	-
Total	24560*	438	-

*This total (24,560), provided by the Alberta Teachers' Association, differs from the total indicated by the Department of Education's computor records (23,900).

Data Collection Procedures. A cover letter, questionnaire and return envelope with the A.T.A. address was sent to 716 Alberta teachers April 25, 1980. The cover letter briefly indicated the purpose of the questionnaire, A.T.A. support, Bonnyville Local sponsorship, some directions and encouragement to make comments. Copies of the questionnaire, which consisted of two pages utilizing both sides and the cover letter are provided in Appendix A, page 146.

Follow-up Procedures. On May 7, 1980, a follow-up letter was sent to every participant in the study. This document explained its purpose, thanked those who had already responded and urged those who had not responded to do so, because of a potential postal strike. A copy of this letter appears in Appendix A, page

Treatment of the Data. The results of the questionnaires were placed on data sheets and then key punched on computer cards facilitating computer utilization. A computer tabulation of the number and percentage of responses to each item and choice was produced. These results are provided in Appendix B.

From the first print-out it was decided that item 7, section A dealing with teachers involvement in convention affairs, A.T.A., professional development activities, etc. would not be considered for further study because the number of responses was low and some confusion, as indicated in the comments, existed with respect to what "involvement in a leadership capacity" implied. It was also apparent from this print-out that the response "Inappropriate" in section (B) did not warrant further consideration because the highest number responding in this manner to any one item was 20 or approximately 4.8% of the returns at best.

The next activity was to group the opinion items according to the subject to which they pertained. The professional judgement of four other educators was solicited and the results were assessed by the writer for commonality of agreement. All items were considered to pertain to one of the following subject areas; public relations, attendance, evaluation, quality, organization and planning, goals, or expenses. The general response of teachers to items grouped according to similar subject areas is presented in Chapter IV.

While Chapter IV was being written, further statistical information was requested regarding significant differences in the mean response of teacher sub-groups. Sub-groups were identified according to level of experience, teaching levels, training levels, teaching position, convention association and rural or urban setting.

The two-tailed t test of independent samples was used to determine if any significant differences existed between the mean response of any two groups. It was decided, as is commonly the case, that 0.05 would be considered as significant for the t test. For multiple comparisons, the F test was used at a 0.05 level of significance. For multiple comparisons, the Scheffé method was subsequently employed. Since with that method, "no special problems arise because of unequal n's" (Ferguson, 1971:271), and, the Scheffé is considered to be more rigorous than other multiple comparison tests, Scheffé's suggestion of using a 0.10 level of significance was followed. (Ferguson, 1971:271). The results of these comparisons are presented in Chapter V.

The findings, when teacher sub-group mean responses were compared, (Chapter V) coupled with the general findings (Chapter IV) are summarized in Chapter VI.

Characteristics of Respondents

The characteristics of the 438 respondents who supplied usable questionnaires are described below.

School Setting. Respondents were asked to indicate whether their school setting was rural (town, village) or urban (city). The results are presented in Table 2.

Table 2

Respondent School Setting

Setting	Frequency	Percentage
Rural	185	42.2
Urban	253	57.8
Total	438	100

Teaching Level. Respondents were asked to indicate whether they taught early childhood, elememtary (1 - 6), junior high (7 - 9), or senior high (10 - 12). The results are presented in Table 3. In this study, only those levels from grades (1 - 12) were considered.

Table 3

Respondent Teaching Levels

Level	Frequency	Percentage
Early Childhood	20	4.6
Elementary (1 - 6)	194	44.3
Junior High (7 - 9)	106	24.3
Senior High (10 - 12)	112	25.6
No indication	6	1.4
Total	438	100.1*

*Total is greater than 100 due to rounding of percentages.

Teaching Experience. Teachers were asked to indicate how many years experience they had including their present year as a full year. Since the amount of experience of respondents ranged from 1 to 44 years, experience in Table 4 has been grouped according to ranges. It may be noted that 25 teachers did not respond to this question. This has been attributed to the possibility that the questionnaire layout may have resulted in these people not easily observing the presence of the question.

Table 4

Respondent Teaching Experience

Experience Range	Frequency	Percentage
1 - 5 years	102	23.3
6 - 10 years	101	23
11 - 15 years	88	20
16 - 44 years	122	27.9
No response	25	5.7
Total	438	99.9*

*Total is less than 100 due to rounding of percentages.

Position. Respondents were asked to indicate what their position was. Table 5 indicates the position held by the respondents. The category "other" was not considered further in this study and the four remaining groups were eventually collapsed into two.

Table 5

Respondent Position

Position	Frequency	Percentage
Teacher	322	73.5
Department Head	16	3.7
Vice-Principal	28	6.4
Principal	37	8.4

Table 5

(continued)

Position	Frequency	Percentage
Other	35	8.0
Total	438	100.1*

*Total is more than 100 due to rounding of percentage.

Teachers and department heads were combined and were in total considered as teachers, likewise, principals and vice-principals were combined and considered as administrators.

Training. Respondents were asked to indicate the highest level of education they had attained. As can be seen from Table 6, there were six possible choices ranging from three years or less of teacher preparation to a Doctorate. These choices were collapsed for the purpose of this study into four groups; three years or less, a Bachelor of Education degree, any bachelors degree plus a teaching diploma or two or more bachelors degrees and a graduate degree.

Table 6

Respondent Level of Education

Education	Frequency	Percentage
Three years or less	30	6.8
Bachelor of Education	219	50.0
Bachelors Degree and Teaching Diploma	89	20.3

Table 6

(continued)

Education	Frequency	Percentage
Two or more bachelor degrees	47	10.7
Master's degree	51	11.6
Doctorate	1	0.2
No response	1	0.2
Total	438	99.8*

*Total is less than 100 due to rounding of percentages.

Convention Affiliation. Respondents were asked to indicate the teacher convention they attended. The response to this question was presented in Table 1, page 43.

Chapter IV

GENERAL RESULTS

The purpose of this chapter is to provide a summary of total sample responses and comments on the items. Respondents were encouraged to comment on each item. Some of these comments or summaries of them are provided in each section. Comments were made by respondents which were not directed at specific items. These comments, as well as comments about the questionnaire, are presented under General Comments in Appendix C, page 184.

Four teachers were independently asked to identify and categorize or group all items, based on their professional judgement. This procedure was followed to reduce researcher bias and to place all items into those categories. Six groups of items were identified. The groups, which appear in this chapter as headings are: public relations, attendance, evaluation, quality, organization and planning, goals and expenses. Further elaboration on the central theme of each heading is provided in the respective sections.

Each section identifies what percentage of responses were received to the items grouped under the heading. The possible response categories of agree, strongly agree, disagree and strongly disagree were collapsed and expressed as agreement or disagreement. Unless the percentage of neutral responses was 15% of the total or greater than one of the collapsed categories, agree or disagree, it is not discussed.

The actual number of responses these numbers expressed as percentages appears in Appendix B, page

Public Relations

The intent here was to determine whether teachers feel conventions have a positive public relations value. Do parents see merit in teachers attending conventions? Less directly related to public relations, do teachers feel trustees should be encouraged to attend and become involved in conventions? Items pertaining to public relations are provided in Table 7.

Table 7

Items Pertaining to Public Relations

Item #	Statement
1.	School trustees should be encouraged to attend and become involved in teacher conventions.
27.	I feel teacher conventions have positive public relations value.
28.	I feel parents generally support and see merit in attending teachers conventions.

Approximately a three to one ratio of teachers agreed that conventions have a positive public relations value. Comments indicate that ideally, they should. However, conventions have had some bad press and some people feel that it's "just another holiday for teachers." Some feel that improved public relations may result from inviting politicians, public officials, media and parents to attend some sessions, such as the keynote address.

Teachers appear to have mixed feelings about whether or not parents support and see merit in teachers attending conventions. Thirty-three percent disagreed, 40% agreed and 23% gave a neutral response to item 28. Again, it was expressed that some parents feel teachers are having another holiday.

As for encouraging trustees to attend conventions, 77% of the respondents were in agreement. Some concern was expressed that this might result in making conventions more confusing. Encouraging trustees to attend as observers, but not in planning, appears acceptable.

Attendance

Do teachers feel obligated to attend conventions, should they be required to register each day of a convention, and from a broader perspective, do they feel they should have some choice as to which convention to attend? See Table 8 for the specific items considered.

Table 8

Items Pertaining to Attendance

Item #	Statement
3.	I should be allowed to attend the convention of my choice; regardless of location and date held.
15.	I feel obligated to attend conventions.
16.	I feel some form of registration should be required each day of the convention to ensure that teachers attend.

A strong feeling of obligation appears to exist. Seventy-eight percent agreed, but the obligation, as evidenced by comments, comes from within. Reasons for agreement were:

"I'm being paid."
"I look forward to conventions for ideas."
"Becomming a better teacher is important to me."
"But attend willingly with pleasure."

Required daily registration is seen as being undesireable by at least 74% of the respondents. Reasons for responses include the feeling that, as professionals, it's unnecessary and that it would create dishonesty. Apparently, at least one convention association provides teachers with attendance cards to be signed and submitted to their board.

The possibility of teachers choosing which convention to attend, according to comments, seems advantageous only when it comes to considering specialist areas, for example, music or French. Negative comments included:

"The choice was irrelevant."
"It would create staging problems."
"Difficult to coordinate."
"Much too costly."
"Generally impractical."

Evaluation

Respondents were asked (Table 9), in item 21 to indicate their feelings regarding evaluating sessions on the basis of attendance and the intent in item 22 was to determine if conventions should be evaluated in total or by speaker and session.

Table 9

Items Pertaining to Evaluation

Item #	Statement
21.	I feel that the number of teachers in attendance at a session is a good enough evaluation of the session.
22.	I prefer to see conventions evaluated from a total perspective rather than evaluating each speaker or workshop.

Sixty-two percent of the respondents disagreed with evaluations being done on the basis of attendance. This was double the number that were in agreement. All comments received found fault with the idea. Some felt they could be tricked, fooled or misled, that some speakers were professional entertainers and that high attendance may be an indication of notoriety or reputation rather than content or excellence. It was also felt that some people might be "chicken to leave" or that other sessions might have a limited capacity and be scheduled at the same time.

There was almost an even balance between agreement and disagreement on the question of total convention evaluation versus evaluation of sessions and speakers. The response "both" was received from five respondents who commented. The feeling seems to be that formal evaluation must occur and that it should be on specifics with a view that the "whole is a sum of the parts."

Quality

Items 9 through 14, presented in Table 10, attempted to determine teachers' feelings about such aspects as quality, interest, and utility of sessions, speakers and information.

In response to item 12, fifty percent agreed while 30% disagreed that there is room for much improvement in the programs and organization of conventions. However, not less than 75% of the respondents showed agreement in items 9, 10, 11, and 13, which questioned whether or not quality, utility, and interest were being attained from the sessions.

Table 10

Items Pertaining to Quality

Item #	Statement
9.	Workshop sessions at conventions have provided me with valuable information and/or ideas related to my teaching duties.
10.	I feel the quality of workshop resource people is usually good.
11.	I feel the quality of keynote speakers at conventions is usually good.
12.	I believe there is room for much improvement in the programs and organization of teacher conventions.
13.	I am attracted to conventions by interest and quality of content.
14.	Attending convention workshops is a waste of time because I am not able to implement many of the ideas.

Comments on Item 12 included that "there is always room for improvement", and that marked improvements had been seen in quality of keynote speakers and workshops.

Seventy-three percent agreed that they were attracted to conventions by interest and quality of content, however, comments indicated an overriding feeling of obligation to attend. This obligation was indicated to be moral, professional and contractual.

A strong feeling (81.8%), exists that the quality of workshop resource people is good. There were indications that: workshops are not part of all conventions, that the quality varies from year to year, and that resources are limited by finances. Approximately the same percentage (79.9%) agreed with item 9 on workshops which expressed the feeling that they provided valuable information and/or iedas from year to year, and that the calibre of resource people is limited by finances. A negatively posed statement (Item 14), stating that convention workshops are a waste of time because teachers are unable to implement many ideas, resulted in disagreement by 75.3% of the respondents. The response to these three items would indicate that most teachers support workshops being included at conventions and find them valuable.

The feelings regarding the quality of keynote speakers is even greater. Over 88% of the respondents agreed that the quality was good. Some people feel that better use of local speakers could be made.

Organization and Planning

Item 12 was previously considered under the heading

Quality. It also has implications here, because of its focus on the need for improving the organization of teachers' conventions. All items considered to pertain to organization and planning are presented in Table 11. Again, 55.6% agreed that improvement was needed, while 29.3% disagreed. Two comments were that:

> "Larger facilities were needed for more popular speakers."
> "Organizing for 1000's is difficult."

Table 11

Items Pertaining to Organization and Planning

Item #	Statement
1.	School trustees should be encouraged to attend and become involved in teacher conventions.
2.	The A.T.A. gives convention organizers a satisfactory degree of freedom to organize and run their own conventions.
3.	I should be allowed to attend the convention of my choice; regardless of location and date held.
4.	I consider the topic rather than where the speaker is from when deciding which general session to attend.
6.	I think the concerns and interests of teachers in rural and urban areas differ.
7.	I feel convention planners should take into consideration differences between urban and rural teaching situations when developing programs.
9.	I believe that separating rural and urban teachers for conventions would be a deterrent to equal professional development opportunities.
12.	I believe there is room for much improvement in the programs and organization of teacher conventions.

Table 11

(continued)

Item #	Statement
17.	The present location of the convention I attended is satisfactory.
18.	I find the distance I must travel to conventions and/or the arrangements I must make in order to go, an onerous burden.
19.	I think the eleven convention associations that now exist in Alberta should be decreased in number in order that workshops and general sessions might have greater variety and quality.
20.	I feel teacher conventions should be designed to meet specific in-service needs.
31.	I feel professional development and in-service activities should be conducted through A.T.A. and/or school districts, and not be included in convention activities.
34.	I feel the ideal number of delegates for a convention, considering cost, variety of speakers and/or workshops etc., is:

The two areas known as in-service and professional development were addressed in itmes 20 and 31. Sixty-four percent of respondents agreed that conventions should be designed to meet specific in-service needs while 27% disagreed. One individual wondered who should determine what the specific in-service needs are, another felt that organizers need to be aware of the times and still another felt that in rural areas, in-service may not otherwise be received. The question of whose responsibility it is to provide in-service, was identified through comments such as:

> "That's the school board's responsibility."
> "Not the responsibility of A.T.A..."
> "Conventions should be general."

When it was indicated (Item 31), that professional development and in-service activities should be conducted through the A.T.A. and/or school districts, and not be included in convention activities, 47% disagreed and 37% agreed. Some teachers apparently feel that due to costs, good resources may only be available through conventions. Others felt that in-service and professional development should be available at both and that conventions should have something for all.

When decreasing the number of convention associations was considered (Item 19), particularly in order that workshops and general sessions might have greater variety and quality through increased size, 50% disagreed, 24% agreed, and 24% were neutral. Concern over problems it would create facilitating delegates, accommodations, vehicles and session crowds were raised. One respondent felt that money and time could be better spent on conventions to deal with specific subject groups on a provincial basis.

As for the ideal number of delegates for a convention, considering cost, variety of speakers, and/or workshops, 48% of respondents were neutral and 39.2% felt there should be not more than 2,500 delegates. The majority of comments focused on there being advantages and disadvantages to both large and small conventions, however, one individual indicated he felt quality did not depend on numbers and another expressed concern that if workshops were desirable, it would be difficult to accommodate large numbers.

Should school trustees be encouraged to attend and become involved in teacher conventions? Seventy-eight percent of the respondents feel they should, but likely only as observers.

Convention organizers are given a satisfactory degree of freedom by the A.T.A. to organize conventions according to 64.6% of respondents. Thirty percent of the remainder of the respondents were neutral.

Item 3 was designed with the intent of determining if teachers felt they should have greater flexibility in choosing which convention to attend. It appears that 58.7% of the respondents do not want, do not feel it necessary, or feel it would create too many problems. Comments received include:

> "Must know numbers to stage and budget."
> "Generally impractical, but ideal for Music teachers, etc."
> "Too costly."
> "Disagree, because that is what subject conferences are for."

According to item 6, 56.3% agree, while 34.4% disagree that the concerns and interests of teachers in rural and urban areas differ. Some felt there were differences with regards to facilities, parent relationships, resources, approaches due to environment interests and needs. Others saw no differences.

When it was suggested that planners should take into consideration differences between rural and urban teaching situations when developing programs, the number that agreed increased to 67.8%, and those that disagreed decreased to 21.9%. One individual indicated that planners do take the differences into consideration but, "the problem does not lie in rural/urban, it rests on failure to survey or inquire of members re: relevant material per subject matter/course, etc."

As for separate conventions, 59.2% agreed that this would be a deterrent to equal professional development opportunities. One indication was that this should only be done because of space. Some feel there is a need for rural and urban teachers to exchange ideas, etc., which would not occur should they hold separate conventions.

Convention location, distance and necessary arrangements, etc., to attend were considered in items 17 and 18. Eighty-seven percent agreed that their present location was satisfactory. Slightly less (82.4%), disagreed that the distance travelled to conventions and/or arrangements made in order to go was an onerous burden.

Eighty-eight percent agree that they do consider the topic rather than where the speaker is from when deciding which general session to attend. However, additional comments were: teachers consider both, give the topic priority, then the speaker, topic and the background, and not where or what but the reputation. Some of the items discussed previously under Quality might also be considered under Organization and Planning.

Goals of Conventions

Items pertaining to the goals of conventions are listed in Table 12.

According to the response to item 23, teachers (84.6%), are not unclear as to the purpose of conventions. At least one individual felt this item was an insult to his intelligence. Approximately 43% agreed that they had noticed that the format and goals of conventions change from year to year while 34% of respondents disagreed. One individual commented that "The greater goals of gaining more knowledge, inspiration, better teaching techniques, never change - smaller goals do!"

Re-vitalization of spirits and a more positive orientation to teaching duties is apparently one product of conventions according to 78.5% of the respondents. However, this appears to depend on the speaker and message, and the number of years one has been teaching. Even more respondents (84.5%), agree that the goal of the keynote speaker is to provide inspirational as opposed to technical information.

Although 64.1% of respondents feel (Item 20), conventions should be designed to meet specific in-service needs, only 50.2% feel conventions are structured so valuable in-service opportunities are provided for teachers, regardless of their duties or interests. There is some question about who determines specific in-service needs and concern that organizers need to be aware of the times, people's concerns, and teacher's concerns. Some feel that in-service is the

Table 12

Items Pertaining to Goals of Conventions

Item #	Statement
5.	I feel socializing at wine and cheese parties, etc. is a good way to get ideas, learn about new materials, and share common problems.
20.	I feel teacher conventions should be designed to meet specific in-service needs.
23.	I am unclear as to the purpose of conventions.
24.	I have noticed that the format and goals of conventions change from year to year.
25.	I feel conventions are structured so valuable in-service opportunities are provided for teachers, regardless of their duties or interests.
26.	I feel the goal of keynote speakers at conventions is to provide inspiration for teachers as opposed to technical information.
29.	I find conventions re-vitalize my spirits and give me a more positive orientation to my teaching duties.
30.	I feel practical workshops are best conducted as a separate in-service activity rather than as part of a convention.
31.	I feel professional development and in-service activities should be conducted through A.T.A. and/or school districts, and not be included in convention activities.

responsibility of the school boards and others suggest that this is the only means of in-service for some rural teachers. As mentioned under Organization and Planning, item 31 showed that 47.0% disagreed and 37.4% agreed that professional development and in-service activities should be conducted through A.T.A. and/or school districts, and not be included in convention activities.

Item 9, 14, (see Table 10), and 30 dealt with workshops. Eighty percent of respondents agreed that workshop sessions at conventions provide them with valuable information and/or ideas related to their teaching duties. This feeling was re-affirmed by a 75.3% disagreement with item 14 which stated that: "Attending convention workshops is a waste of time because I am not able to implement many of the ideas." It is not clear where, or in conjunction with what, teachers feel workshops should be conducted. When suggested in item 30 that practical workshops be conducted as separate in-service activities rather than as part of a convention, 41.6% disagreed and 47.3% agreed. From the comments provided, it would appear that teachers would like to see workshops offered as in-service activities as well as at conventions.

Wine and cheese parties or similar activities at conventions are perceived by many to be an important aspect of conventions. To get some ideas as to how teachers feel about these activities, teachers were asked to respond to the statement; I feel socializing at wine and cheese parties, etc. is a good way to get ideas, learn about new materials and share common problems. The results were that 52.7% agreed and 32% disagreed. Most comments indicated that they felt there was limited gain or value relative to the teaching process, but that it was an opportunity for social renewal. Some felt these activities were bribes, expensive and unnecessary, and attendance was primarily due to the presence of wine.

Expenses

Teachers were asked to estimate the out-of-pocket expenses for attending the last convention (1980). Items 32 and 33 pertaining to expenses are provided in Table 13. Approximately 56% indicated they spent $25.00 or less. Only 9.4% felt it cost them more than $100.00. As to whether or not teachers felt the cost for them to attend the convention was reasonable, 82.6% agreed that it was, and only 10.7% disagreed. There is some feeling that teachers should not have to cover these expenses. One individual indicated that, as part of their collective agreement, teachers in his local got paid transportation plus $50.00/day for attending a teachers' convention.

The information in this chapter has been provided as a summary of teacher response to the questionnaire. The results will be discussed on a more specific basis in Chapter V.

Table 13

Items Pertaining to Expenses

Item #	Statement	
32.	The dollar cost to me to attend the last convention was reasonable.	
33.	Excluding conventions fees, please estimate your out-of-pocket costs for the last convention.	Cost (1) less than $25.00 (2) $25.00 - $49.00 (3) $50.00 - $99.00 (4) $100.00 - $150.00 (5) more than $150.00

Chapter V

SUBGROUP RESPONSES

In this chapter, the response to items in section B of the questionnaire will be considered according to groups teachers identified with in section A of the questionnaire. Differences in teacher responses among groups, derived from settings, experience levels, teaching levels, positions, training levels, and convention associations will be identified. The two-tailed t test of independent samples was used to determine if any significant differences existed between the responses of any two groups. For multiple comparisons, the F test was used. For both tests, 0.05 was considered as being significant. Subsequent to the F test, the Scheffé method was employed at a significance level of 0.10 for reasons identified in Chapter III.

The data obtained from the questionnaire were considered in accordance with the grouping of items identified in Chapter IV, which were: public relations, attendance, evaluation, quality, organization and planning, goals of conventions, and expenses.

Rural Versus Urban Responses

Public Relations. Those items which were considered to pertain to public relations were 1, 27, 28. These items were presented in Table 7, Chapter IV. As indicated in Table 14, there were significant differences in responses between rural and urban respondents to items 1 and 27, but not with item 28. Urban respondents (item 1), agreed somewhat more strongly than rural respondents that school trustees should be encouraged to attend and become involved in teacher conventions. The pattern was similar with regard to item 27, however, the mean responses of both were not as strongly in agreement.

Teachers apparently do not strongly agree that teacher conventions have a positive public relations value. The mean response of both groups to item 28, dealing with whether or not parents support and see merit in teachers attending conventions, was close to being neutral.

Attendance. Items 3, 15, and 16, (see Table 8, Chapter IV), were identified as having something to do with attendance. No significant difference was evident between rural and urban responses to items 3 and 15. Both groups disagree slightly that teachers should be free to attend the convention of one's choice regardless of location and the date. (See Table 8, item 3). Both groups tend to agree that they do feel obligated to attend conventions. This was indicated by responses to item 15, Table 8.

A significant difference exists between the degree of disagreement by the two groups regarding item 16. Urban respondents more strongly disagreed that some form of registration should be required each day of the convention to ensure that teachers attend.

Evaluation. The items which dealt specifically with evaluation of conventions were 21 and 22, and appear in Table 9, Chapter IV. In responding to item 21, there was a significant difference between the mean response of the two groups. Although the mean response of both groups was between neutral and agree, the degree of urban agreement was stronger. They apparently feel that the number of teachers in attendance at a session is a good enough evaluation of the session. As indicated in Table 14, there was no significant difference in the mean response of the two groups to item 22.

Quality. Items 9 through 14 dealt with some aspect of quality or utility. These items are presented in Table 10, Chapter IV. Both groups, according to the mean response in Table 14, seem satisfied that they are receiving quality at conventions and are able to utilize information presented. Response of both groups to item 12 indicates however, that there is room for improvement.

There was a significant difference in response to items 10 and 13. On both items, urban respondents agreed more strongly than rural respondents. These items dealt with the quality of workshop resource people being good and the attraction to conventions by interest and quality of content.

Organization and Planning. On items 2, 3, 4, 6, 7, 12, and 19, there was no significant difference in responses when a two-tailed t test was used. There were significant differences, as noted from Table 14, on items 1, 17, 18, 20, 31, and 34. All items pertaining to organization and planning are presented in Table 11, Chapter IV.

The response to item 1, which was also dealt with under the heading public relations, indicates that teachers feel school trustees should be encouraged to attend and become involved in teachers conventions. Urban teachers felt more strongly in agreement on this item.

Although both groups indicate they are satisfied with the present location of their conventions, (item 17, Table 14), rural participants are considerably less satisfied than are urban participants. As far as travel and making necessary arrangements in order to attend are concerned, both groups disagreed, and according to the response to item 18, Table 14, these were not an onerous burden. The mean response of the urban group was significantly more in disagreement.

Item 20, Table 14, indicates both groups agree that conventions should be designed to meet specific in-service needs, but the response of rural teachers was significantly more positive. However, when item 31 was considered by teachers, a much more significant difference became apparent. The mean response of urban teachers moved more toward disagreement, while the mean response of rural teachers was still clearly in agreement. Apparently, rural teachers feel professional development and in-service activities should be conducted through the A.T.A. and/or school districts, and not be included in convention activities.

On the subject of convention size, the significant difference in response to item 34 (see Table 14), indicates that rural and urban teachers differ on this point. It would appear that rural teachers feel the ideal number of delegates for a convention is 2500 to 4000, while urban teachers prefer a convention with 4000 to 4500 delegates.

Goals of Conventions. Nine items (see Table 12, Chapter IV), were identified as relating to the goals of conventions. On five items, (5, 23, 24, 26, 29), there was no significant difference between rural and urban responses using the t test. However, as indicated in Table 14, on items 20, 25, 30 and 31, significant differences were apparent.

The rural response to item 20 was considerably more strongly in agreement with the feeling that conventions should be designed to meet specific in-service needs than the urban response. However, when it was suggested in item 25 that conventions are structured so valuable in-service opportunities can be provided, the mean rural response dropped almost to the neutral level (3.0), and the urban mean response remained almost the same, (3.39). It appears that rural teachers feel strongly about in-service being part of conventions, but that the opportunities are not being provided.

The difference in response to item 31 on professional development was also significant. The mean response for rural teachers was very nearly neutral, while the urban respondents tended to disagree. The interesting point here is that urban respondents were disagreeing that the professional development and in-service activities should be conducted through A.T.A. and/or school districts, and not be included in convention activities, where as with items 20 and 25, they tended to agree.

On item 30, dealing with the idea that practical workshops are best conducted as a separate in-service activity rather than as part of a convention, the rural mean response leaned toward agreement while the urban mean response was nearly neutral. The two mean responses were considered to be significantly different.

Expenses. Items 32 and 33 dealt with expenses, and on both items, there was a significant difference in the responses between rural and urban respondents. See Table 13, Chapter IV for these items. The mean response for out-of-pocket costs, excluding convention fees for urban respondents, was less than $25.00 to $49.00 according to item 33, Table 14. Both rural and urban respondents agreed that the dollar cost to attend the last convention was reasonable.

Table 14

Comparison of Rural and Urban Responses

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
1.	Rural	184	3.88	1.01	$p<.05$
	Urban	249	4.04	0.97	
2.	Rural	178	3.43	0.71	n.s.[a]
	Urban	241	3.88	0.80	
3.	Rural	182	2.59	1.27	n.s.
	Urban	245	2.72	1.31	
4.	Rural	183	4.28	0.84	n.s.
	Urban	247	4.25	0.84	
5.	Rural	183	3.27	1.22	n.s.
	Urban	250	3.26	1.21	
6.	Rural	184	3.40	1.21	n.s.
	Urban	247	3.21	1.04	
7.	Rural	183	3.56	1.04	n.s.
	Urban	250	3.54	0.94	
8.	Rural	183	3.55	1.11	n.s.
	Urban	248	3.38	1.10	
9.	Rural	181	3.89	1.11	n.s.
	Urban	248	3.94	1.10	
10.	Rural	182	3.70	0.81	$p<.001$
	Urban	249	3.95	0.63	
11.	Rural	183	3.91	0.84	n.s.
	Urban	252	4.03	0.71	
12.	Rural	183	3.45	1.10	n.s.
	Urban	252	3.32	1.10	
13.	Rural	184	3.60	1.03	$p<.001$
	Urban	249	3.93	0.87	
14.	Rural	177	2.24	0.07	n.s.
	Urban	241	2.07	0.05	

Table 14

(continued)

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
15.	Rural	183	3.93	0.90	n.s.
	Urban	248	3.77	1.06	
16.	Rural	185	2.21	1.15	$p<.05$
	Urban	249	1.98	1.18	
17.	Rural	185	3.78	1.12	$p<.001$
	Urban	253	4.10	0.81	
18.	Rural	182	2.21	1.08	$p<.001$
	Urban	242	1.78	0.77	
19.	Rural	180	2.61	1.15	n.s.
	Urban	244	2.64	1.06	
20.	Rural	183	3.64	1.05	$p<.01$
	Urban	250	3.34	1.20	
21.	Rural	183	2.42	1.04	$p<.01$
	Urban	250	2.72	1.19	
22.	Rural	182	2.99	1.14	n.s.
	Urban	247	3.07	1.11	
23.	Rural	175	2.09	0.85	n.s.
	Urban	248	1.95	0.81	
24.	Rural	179	3.02	0.97	n.s.
	Urban	248	3.16	0.96	
25.	Rural	179	3.06	1.04	$p<.002$
	Urban	250	3.39	1.01	
26.	Rural	184	4.05	0.89	n.s.
	Urban	247	4.08	0.81	
27.	Rural	185	3.37	0.98	$p<.05$
	Urban	251	3.57	0.97	
28.	Rural	179	2.97	0.99	n.s.
	Urban	245	3.11	1.00	

Table 14

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
29.	Rural	184	3.80	1.02	n.s.
	Urban	250	3.88	0.89	
30.	Rural	185	3.30	1.23	$p<.02$
	Urban	251	3.01	1.19	
31.	Rural	184	3.14	1.18	$p<.001$
	Urban	250	2.74	1.13	
32.	Rural	184	3.68	0.98	$p<.002$
	Urban	245	3.95	0.69	
33.	Rural	185	2.43	1.23	$p<.001$
	Urban	253	1.32	0.72	
34.	Rural	185	3.65	2.13	$p<.01$
	Urban	252	4.21	2.01	

a. n.s. - no significant difference.

Response Based on Teaching Experience

Teachers were placed into one of four groups depending on the amount of teaching experience they had. The four groups consisted of teachers with: 5 years or less experience, 6 - 10 years experience, 11 - 16 years experience, and more than 16 years experience. The F test was used to determine if there was any difference in the response of these four groups to the questionnaire items. An F probability of 0.05 was considered as being significant. The Scheffe method was subsequently employed to further isolate groups with significant differences. A level of 0.10 was considered as being significant for reasons indicated in Chapter III. Table 15 indicates the results of the tests comparing teacher responses according to experience. Response to groups of items identified earlier in this chapter were reveiwed and are presented in the following sections.

Public Relations. Of items 1, 27, and 28 identified in Table 7, Chapter IV, a significant difference in response was noted only on item 28. The response of those teachers with less than 5 years experience was significantly different from the mean response of those with 11 - 15 years experience and those with more than 16 years experience. The mean response of teachers with less than 5 years experience shows a slight tendency to disagree, where as the other two groups are slightly in agreement that parents generally see merit in teachers attending conventions. As can be noted from

Table 15, agreement increases by groups with experience, except for those with 16 or more years experience, who agree slightly less than those teachers with 11 - 15 years experience.

Attendance. Items 3, 15, and 16 dealt with attendance and were presented in Table 8, Chapter IV. On item 3, a significant difference was noted in the mean response of those teachers with more than 16 years experience and the two groups with 10 years or less experience. As indicated in Table 15 by the mean response of the groups, agreement increased with experience. It appears that, as teachers become more experienced, they disagree more strongly with the statement that they should be allowed to attend the convention of their choice; regardless of location and date held.

Evaluation. Evaluation was dealt with in items 21 and 22, as presented in Table 9. A significant difference in mean responses was noted on item 22, but not on item 21. The mean response of those with less than 5 years experience was significantly different than the mean response of those with 6 - 10 years experience or 11 - 16 years experience. Table 15 indicates that teachers with less than 5 years experience disagree somewhat, while the other two groups tend to agree, that conventions should be evaluated from a total perspective rather than evaluation each speaker or workshop.

Quality. Item 12 was the only item of those from 9 to 14 listed in Table 10, regarding quality, where a significant difference was found. Those with less than 5 years experience agree more strongly than those teachers with 16 or more years experience that there is room for much improvement in the programs and organization of teacher conventions. Table 15 indicates that as the experience level increases, the mean response, and subsequently the degree of agreement decreases.

Organization and Planning. Of the 14 items listed in Table 11, Chapter IV, on Organization and Planning, with 4 (items 2, 3, 12, 31), there was a significant difference in the mean response of groups. Item 2 deals with the degree of freedom the A.T.A. gives to convention organizers to organize and run their own conventions. As indicated in Table 15, agreement increases as experience increases. The mean response of those with less than 5 years experience differs significantly from the mean response of teachers with 11 - 15 years experience, and 16 and more years experience. The mean response of teachers with 6 - 10 years experience is also significantly less than that of teachers with 16 or more years experience.

As noted in the previous section on attendance, there was a significant difference in the mean response of those with more than 16 years experience as compared with those teachers with 10 years or less experience on item 3. More experienced teachers disagree more than other teachers with the idea that they should be allowed to attend the convention of their choice, regardless of location and date.

Item 12, previously discussed under quality, may have some implications for organization and planning as well. All experience levels agree that there is room for improvement in the porgrams and organization of conventions. As the level of experience increased, the degree of agreement decreased. The mean response (2.50) of teachers with less than 5 years experience differed significantly from that of all other groups when responding to item 31. The mean response of the other three groups was nearly neutral (3.00), regarding the feeling that professional development and in-service activities should be conducted through the A.T.A. and/or shcool districts, and not be included in convention activities.

Goals. Items considered to pertain to the goals of conventions were presented in Table 12. Of the nine items, significant differences in mean responses were evident with items 26, 30, 31.

As experience increases, teachers more strongly agree that they feel the goal of keynote speakers at conventions is to provide inspiration for teachers as opposed to technical information. The significant difference in mean response was between teachers with less than 5 years experience and those with 16 or more years experience.

A significant difference was also indicated between these two groups when the response to item 30 was considered.

Teachers with 16 or more years experience agree considerably more strongly that practical workshops are best conducted as a separate in-service activity, rather than as part of a convention.

On item 31, only those teachers with less than 5 years experience tended to disagree that professional development and in-service activities should be conducted through the A.T.A. and/or school districts, and not be included in convention activities. As indicated in Table 15, the mean response of this group differed significantly from that of all other groups.

Expenses. As indicated in Table 13, items 32 and 33 relate to expenses. Regarding the dollar cost to attend, there was no significant difference in the response of the groups. (Item 32, Table 15). However, indications are (Table 15) that there was a significant difference in mean response of teachers with less than 5 years experience and those with more than 16 years experience to item 33. Those teachers with less experience appear to have less out-of-pocket expenses than others.

Table 15

Comparison of Teacher Responses According to Experience

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
1.	(-)5 yrs.	101	4.01	0.93	n.s.[a]
	6-10 yrs.	101	4.07	0.98	
	11-15 yrs.	85	3.97	0.97	
	16(+) yrs.	121	3.95	1.02	
2.	(-)5 yrs.	92	3.53	0.72	1-3<0.001
	6-10 yrs.	98	3.76	0.80	1-4<0.001
	11-15 yrs.	86	3.94	0.71	2-4<0.001
	16(+) yrs.	119	4.11	0.69	
3.	(-)5 yrs.	101	2.90	1.34	4-1<0.010
	6-10 yrs.	99	2.89	1.34	4-2<0.010
	11-15 yrs.	83	2.47	1.27	
	16(+) yrs.	120	2.43	1.15	
4.	(-)5 yrs.	99	4.42	0.64	n.s.
	6-10 yrs.	100	4.25	0.90	
	11-15 yrs.	85	4.19	1.01	
	16(+) yrs.	121	4.20	0.74	
5.	(-)5 yrs.	101	3.36	1.23	n.s.
	6-10 yrs.	100	3.47	1.24	
	11-15 yrs.	86	3.12	1.22	
	16(+) yrs.	121	3.11	1.18	
6.	(-)5 yrs.	100	3.45	1.09	n.s.
	6-10 yrs.	99	3.28	1.16	
	11-15 yrs.	88	3.42	1.07	
	16(+) yrs.	119	3.17	1.12	
7.	(-)5 yrs.	102	3.76	0.85	n.s.
	6-10 yrs.	100	3.52	1.07	
	11-15 yrs.	87	3.51	0.96	
	16(+) yrs.	119	3.55	0.99	
8.	(-)5 yrs.	102	3.33	1.08	n.s.
	6-10 yrs.	100	3.59	1.10	
	11-15 yrs.	88	3.30	1.17	
	16(+) yrs.	117	3.51	1.11	
9.	(-)5 yrs.	98	3.92	0.85	n.s.
	6-10 yrs.	100	3.87	0.92	
	11-15 yrs.	87	4.00	0.94	
	16(+) yrs.	119	3.87	0.88	

Table 15

(continued)

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
10.	(-)5 yrs.	101	3.81	0.77	n.s.[a]
	6-10 yrs.	100	3.80	0.67	
	11-15 yrs.	86	3.86	0.83	
	16(+) yrs.	119	3.87	0.67	
11.	(-)5 yrs.	101	3.87	0.91	n.s.
	6-10 yrs.	101	3.93	0.79	
	11-15 yrs.	87	4.04	0.67	
	16(+) yrs.	121	4.03	0.66	
12.	(-)5 yrs.	101	3.59	1.12	1-4<0.05
	6-10 yrs.	101	3.41	1.13	
	11-15 yrs.	88	3.39	1.06	
	16(+) yrs.	120	3.18	1.05	
13.	(-)5 yrs.	98	3.69	0.95	n.s.
	6-10 yrs.	101	3.85	0.95	
	11-15 yrs.	87	3.89	1.02	
	16(+) yrs.	122	3.76	0.85	
14.	(-)5 yrs.	98	2.12	0.84	n.s.
	6-10 yrs.	97	2.21	0.99	
	11-15 yrs.	82	2.04	0.78	
	16(+) yrs.	116	2.15	0.85	
15.	(-)5 yrs.	101	3.69	1.05	n.s.
	6-10 yrs.	100	4.01	0.87	
	11-15 yrs.	87	3.92	0.98	
	16(+) yrs.	120	3.76	1.05	
16.	(-)5 yrs.	102	1.99	1.16	n.s.
	6-10 yrs.	100	2.02	1.08	
	11-15 yrs.	87	2.02	1.27	
	16(+) yrs.	121	2.28	1.18	
17.	(-)5 yrs.	102	4.10	0.94	n.s.
	6-10 yrs.	101	3.87	1.03	
	11-15 yrs.	88	3.90	1.02	
	16(+) yrs.	122	3.94	0.92	
18.	(-)5 yrs.	100	1.81	0.90	n.s.
	6-10 yrs.	97	2.01	1.02	
	11-15 yrs.	86	1.92	0.94	
	16(+) yrs.	117	2.14	0.94	

Table 15

(continued)

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
19.	(-)5 yrs.	99	2.74	1.08	n.s.[a]
	6-10 yrs.	86	2.66	1.07	
	11-15 yrs.	85	2.71	1.07	
	16(+) yrs.	119	2.46	1.15	
20.	(-)5 yrs.	101	3.72	1.08	n.s.
	6-10 yrs.	101	3.40	1.18	
	11-15 yrs.	86	3.36	1.16	
	16(+) yrs.	126	3.43	1.15	
21.	(-)5 yrs.	101	2.44	1.15	n.s.
	6-10 yrs.	100	2.60	1.12	
	11-15 yrs.	87	2.52	1.15	
	16(+) yrs.	120	2.68	1.07	
22.	(-)5 yrs.	99	2.68	1.11	1-2 $p<0.02$
	6-10 yrs.	100	3.13	1.06	1-3 $p<0.02$
	11-15 yrs.	87	3.09	1.17	
	16(+) yrs.	118	3.05	1.11	
23.	(-)5 yrs.	99	2.07	0.92	n.s.
	6-10 yrs.	96	2.03	0.88	
	11-15 yrs.	86	1.87	0.73	
	16(+) yrs.	119	2.04	0.81	
24.	(-)5 yrs.	95	2.95	0.92	n.s.
	6-10 yrs.	100	3.12	0.97	
	11-15 yrs.	87	3.23	1.02	
	16(+) yrs.	120	3.08	0.98	
25.	(-)5 yrs.	98	3.09	0.98	n.s.
	6-10 yrs.	100	3.26	1.13	
	11-15 yrs.	86	3.19	1.11	
	16(+) yrs.	121	3.35	0.97	
26.	(-)5 yrs.	98	3.93	0.87	1-4 $p<0.05$
	6-10 yrs.	101	3.97	0.93	
	11-15 yrs.	87	4.10	0.79	
	16(+) yrs.	121	4.22	0.79	

Table 15

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
27.	(-)5 yrs.	101	3.45	0.99	n.s.
	6-10 yrs.	101	3.35	0.99	
	11-15 yrs.	88	3.41	1.00	
	16(+) yrs.	121	3.60	0.93	
28.	(-)5 yrs.	98	2.80	1.01	1-3 p .005
	6-10 yrs.	98	2.95	1.03	1-4 p .005
	11-15 yrs.	85	3.27	0.94	
	16(+) yrs.	120	3.17	0.96	
29.	(-)5 yrs.	101	3.82	0.98	n.s.
	6-10 yrs.	100	3.78	0.92	
	11-15 yrs.	87	3.81	1.01	
	16(+) yrs.	121	3.83	0.92	
30.	(-)5 yrs.	101	2.79	1.19	1-4 p 0.02
	6-10 yrs.	101	3.20	1.09	
	11-15 yrs.	87	3.18	1.25	
	16(+) yrs.	122	3.30	1.19	
31.	(-)5 yrs.	101	2.50	1.06	1-2 p 0.005
	6-10 yrs.	100	3.07	1.22	1-3 p 0.005
	11-15 yrs.	87	2.98	1.22	1-4 p 0.005
	16(+) yrs.	121	3.12	1.12	
32.	(-)5 yrs.	99	3.86	0.86	n.s.
	6-10 yrs.	99	3.76	0.93	
	11-15 yrs.	87	3.83	0.85	
	16(+) yrs.	120	3.83	0.80	
33.	(-)5 yrs.	102	1.57	0.89	1-4 p 0.02
	6-10 yrs.	101	1.80	1.11	
	11-15 yrs.	88	1.78	1.15	
	16(+) yrs.	122	2.07	1.26	
34.	(-)5 yrs.	102	4.30	2.09	n.s.
	6-10 yrs.	100	3.89	2.10	
	11-15 yrs.	88	4.23	2.03	
	16(+) yrs.	122	3.66	2.03	

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[a] n.s. - no significant difference.

Response Based on Teaching Level

Respondents were asked to indicate whether they taught at the early childhood, elementary, junior high, or senior high level. Because of the low number of respondents (4.6%), indicating early childhood, this category was considered insignificant and was consequently not considered in this analysis. The three remaining categories of teaching levels were subjected to an F test in order to compare their mean responses. These responses were subsequently subjected to the Scheffe method to identify groups with significantly differing mean responses. The results presented in Table 16 have been considered significant at the 0.05 level.

Public Relations. On those items pertaining to public relations (items 1, 27, 28, presented in Table 7), no significant difference in mean response by the three subgroups was evidenced. (See Table 16).

Attendance. In response to items 3, 15, and 16 presented in Table 8, Chapter IV, no significant difference was noted in the mean response of the three groups (see Table 16).

Evaluation. In this area of consideration, a significant difference in mean response was likewise non-evident. The results of tests involving items 21 and 22 (stated in Table 9, Chapter IV), are presented in Table 16.

Quality. Of items nine through fourteen presented in Table 10, Chapter IV, dealing with quality, there were two on which the mean response of groups differed significantly. According to data in Table 16, the mean response of elementary and senior high school teachers differs on items 9 and 10. Elementary teachers agree more strongly (item 9), that workshop sessions at conventions have provided them with valuable information and/or ideas related to their teaching duties. The response to item 10 appears to be somewhat proportionately the same. Elementary teachers here too agree more strongly that the quality of workshop resource people is usually good.

Organization and Planning. Teachers at the different teaching levels did not differ significantly in their response to the items dealing with organization and planning. Table 16 indicates no significant differences in means were found using the F test. Those items pertaining to organization and planning can be found in Table 11.

Goals. Of the 9 items listed in Table 12, Chapter IV, pertaining to goals, only on items 5 and 29 was there evidence of a significant difference in means. On item 5, junior and senior high teachers were more in agreement than the elementary teachers whose mean response was nearly neutral. Junior and senior high teachers apparently feel more strongly that socializing at such events as wine and cheese parties, is a good way to get ideas, learn about new materials, and share common problems.

Elementary teachers responded more positively to item 29 than junior high teachers. Elementary teachers indicated more strongly that conventions re-vitalize their spirits and give them a more positive orientation to their teaching duties.

Expenses. As indicated in Table 16, there appears to be no significant difference using the F test among the mean response of the three teaching levels, to items 32 and 33. These items are presented in Table 13.

Table 16

Comparison of Elementary, Junior High and Senior High School Teachers Responses

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
1.	Elem.	191	3.96	0.96	n.s.[a]
	Junior	105	4.06	0.94	
	Senior	111	3.96	1.10	
2.	Elem.	189	3.83	0.72	n.s.
	Junior	98	3.90	0.81	
	Senior	198	3.96	0.80	
3.	Elem.	189	2.59	1.20	n.s.
	Junior	104	2.81	1.35	
	Senior	109	2.65	1.37	
4.	Elem.	190	4.24	0.92	n.s.
	Junior	104	4.36	0.75	
	Senior	110	4.36	0.75	
5.	Elem.	192	3.08	1.18	1-2 p 0.10
	Junior	106	3.41	1.18	1-3 p 0.10
	Senior	110	3.40	1.24	
6.	Elem.	188	3.24	1.10	n.s.
	Junior	105	3.22	1.08	
	Senior	112	3.40	1.20	
7.	Elem.	190	3.51	0.99	n.s.
	Junior	106	3.57	0.94	
	Senior	111	3.58	1.04	
8.	Elem.	189	3.50	1.04	n.s.
	Junior	105	3.49	1.12	
	Senior	111	3.40	1.19	
9.	Elem.	192	4.06	0.80	1-3 p 0.10
	Junior	101	3.93	0.89	
	Senior	110	3.69	1.00	
10.	Elem.	192	3.94	0.68	1-3 p 0.10
	Junior	104	3.83	0.73	
	Senior	109	3.69	0.77	
11.	Elem.	194	2.96	0.80	n.s.
	Junior	105	3.92	0.85	
	Senior	111	4.00	0.65	

Table 16

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
12.	Elem.	193	3.29	1.14	n.s.[a]
	Junior	106	3.48	1.09	
	Senior	111	3.47	1.02	
13.	Elem.	191	3.85	0.87	n.s.
	Junior	105	3.71	1.01	
	Senior	111	3.72	1.06	
14.	Elem.	185	2.09	0.84	n.s.
	Junior	102	2.16	0.93	
	Senior	106	2.24	0.91	
15.	Elem.	190	3.79	1.01	n.s.
	Junior	104	3.84	0.97	
	Senior	111	3.92	0.99	
16.	Elem.	192	2.16	1.14	n.s.
	Junior	104	1.91	1.07	
	Senior	112	2.05	1.22	
17.	Elem.	194	3.97	0.96	n.s.
	Junior	106	3.89	0.96	
	Senior	112	4.05	0.99	
18.	Elem.	186	2.03	0.95	n.s.
	Junior	105	1.92	0.94	
	Senior	109	1.90	0.95	
19.	Elem.	187	2.50	1.08	n.s.
	Junior	104	2.73	1.11	
	Senior	109	2.56	1.12	
20.	Elem.	192	3.38	1.16	n.s.
	Junior	106	3.59	1.17	
	Senior	109	3.53	1.09	
21.	Elem.	192	2.62	1.14	n.s.
	Junior	105	2.54	1.05	
	Senior	111	2.64	1.19	
22.	Elem.	192	2.95	1.17	n.s.
	Junior	106	3.07	1.09	
	Senior	107	3.20	1.08	

Table 16

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
24.	Elem.	189	3.13	0.96	n.s.[a]
	Junior	104	3.07	0.96	
	Senior	111	3.10	1.00	
25.	Elem.	190	3.34	1.03	n.s.
	Junior	105	3.26	1.00	
	Senior	109	3.09	1.09	
26.	Elem.	189	4.06	0.83	n.s.
	Junior	104	4.04	0.84	
	Senior	112	4.07	0.89	
27.	Elem.	192	3.49	0.98	n.s.
	Junior	106	3.53	0.85	
	Senior	112	3.38	1.08	
28.	Elem.	187	3.07	1.05	n.s.
	Junior	103	3.14	0.91	
	Senior	109	2.92	0.97	
29.	Elem.	190	4.01	0.89	1-2 p 0.10
	Junior	106	3.69	0.96	
	Senior	112	3.80	0.99	
30.	Elem.	192	3.13	1.23	n.s.
	Junior	106	3.17	1.23	
	Senior	112	3.21	1.15	
31.	Elem.	193	2.95	1.13	n.s.
	Junior	105	2.91	1.21	
	Senior	110	2.90	1.18	
32.	Elem.	190	3.85	0.81	n.s.
	Junior	103	3.86	0.78	
	Senior	110	3.76	0.89	
33.	Elem.	194	1.72	1.08	n.s.
	Junior	106	1.84	1.05	
	Senior	112	1.83	1.19	

Table 16

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
34.	Elem.	193	3.91	2.09	n.s.[a]
	Junior	106	3.93	2.10	
	Senior	112	4.07	2.07	

[a] n.s. - no significant difference.

Response Based on Position

Questionnaire respondents were requested to indicate what they considered their position in the school to be. The possibilities for selection included teacher, department head, vice-principal, principal or other. These categories were collapsed to form two groups, teachers (classroom teachers and department heads) and administrators (vice-principals and principals). The fifth possible selection identified as "other" was not given consideration, due to insignificant numbers (8%). The two groups were then subjected to a t test for comparison of their mean responses. The results of that test are indicated in Table 17.

Public Relations. On items 1, 27, 28 (Table 7, Chapter IV), no significant difference in mean responses was observed using the t test.

Attendance. No significant difference was noted in the mean responses to items 15 or 16 on attendance. These items are presented in Table 8, Chapter IV. A significant difference was identified in the mean response of the two groups to item 3, (Table 8). Administrators tended to disagree more strongly that teachers be allowed to attend the convention of their choice, regardless of location and date held. (See Table 17).

Evaluation. Evaluation was considered in items 21 and 22. These items, presented in Table 9, dealt with the idea of using attendance at a session as a means of evaluating the session and whether conventions should be evaluated by session or convention in total. No significant difference (see Table 17) in the mean response of these two groups was noted.

Quality. Quality and utility were dealt with in items 9 through 14 (see Table 10, Chapter IV). A significant difference in mean response of the two groups was noted only on item 11. That item dealt with the quality of keynote speakers. Administrators more strongly agreed that the quality of keynote speakers at conventions was usually good. Evidence of this is presented in Table 17.

Organization and Planning. The items for which no significant difference was noted were 1, 4, 6, 7, 8, 12, 17, 18, 20, and 31. See Table 11, Chapter IV for the specific items. There was a significant difference in the mean response of these two groups to items 2, 3, 19, 34 (see Table 17).

On item 2, regarding the degree of freedom A.T.A. gives organizers to run their own conventions, administrators were much more in agreement than teachers. According to data in Table 17, item 34, teachers seem to feel the ideal number of delegates for a convention is between 4000 and 4500, while administrators feel it should be 2500 to 4000. The response of administrators and teachers differed significantly. Administrators disagree more than teachers, that teachers should be allowed to attend the convention of their choice regardless of location and date held. See item 3, Table 11 for actual results.

Regarding the number of convention associations (item 19, Table 11), there was a significant difference in the mean response by teachers and administrators. Teachers more strongly disagree that the number should be decreased in order that workshops and general sessions might have greater variety and quality.

Goals of Conventions. Items 5, 20, 23, 24, 29 and 31 are presented in Table 12, Chapter IV. There appears to be no significant difference in the mean response of the two groups (see Table 17). Although there was no significant difference in the mean response to item 20, indicating that conventions should be designed to meet specific in-service needs, there was a significant difference in the mean response to item 25. It indicated that conventions are structured so valuable in-service opportunities are provided for teachers regardless of their duties or interests.

There was a very significant difference, according to the t test, in the mean response of teachers and administrators to item 26 (see Table 17). Administrators agree much more strongly that the goal of keynote speakers at conventions is to provide inspiration for teachers as opposed to technical information.

Administrators seem to be more strongly in agreement that practical workshops are best conducted as a separate in-service activity rather than as part of a convention. This is the indication according to item 30 in Table 17.

Expenses. According to the response received on items 32 and 33, (Table 17), there was no significant difference in the out-of-pocket cost to teachers and administrators. Like wise, there was no significant difference in the degree of agreement that the cost was reasonable. Actual item statements are presented in Table 13.

Table 17

Comparison of Teacher (Classroom Teachers and Department Heads) and School Administrators (Principals and Vice-principals) Responses

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
1.	Teachers	333	400	0.94	n.s.[a]
	Administrators	65	3.89	1.13	
2.	Teachers	322	3.77	0.75	$p < .001$
	Administrators	64	4.33	0.64	
3.	Teachers	331	2.77	1.29	$p < .001$
	Administrators	64	2.33	1.27	
4.	Teachers	333	4.30	0.82	n.s.
	Administrators	65	4.17	0.91	
5.	Teachers	334	3.19	1.21	n.s.
	Administrators	65	3.45	1.25	
6.	Teachers	332	3.29	1.12	n.s.
	Administrators	65	3.39	1.13	
7.	Teachers	334	3.50	1.00	n.s.
	Administrators	65	3.72	0.93	
8.	Teachers	335	3.46	1.07	n.s.
	Administrators	63	3.52	1.20	
9.	Teachers	331	3.91	0.88	n.s.
	Administrators	65	3.89	1.03	
10.	Teachers	334	3.81	0.74	n.s.
	Administrators	65	3.94	0.71	
11.	Teachers	336	3.92	0.81	$p < .02$
	Administrators	65	4.17	0.60	
12.	Teachers	335	3.44	1.10	n.s.
	Administrators	65	3.22	1.14	
13.	Teachers	333	3.76	0.97	n.s.
	Administrators	65	3.79	0.96	
14.	Teachers	325	2.19	0.88	n.s.
	Administrators	61	2.00	0.86	

Table 17

(continued)

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
15.	Teachers	336	3.83	0.98	n.s.[a]
	Administrators	62	4.02	1.08	
16.	Teachers	336	2.06	1.14	n.s.
	Administrators	63	2.22	1.37	
17.	Teachers	338	3.93	0.96	n.s.
	Administrators	65	4.08	0.99	
18.	Teachers	327	2.00	0.97	n.s.
	Administrators	64	1.78	0.81	
19.	Teachers	328	2.70	1.11	p .05
	Administrators	63	2.35	1.17	
20.	Teachers	336	3.54	1.12	n.s.
	Administrators	63	3.24	1.27	
21.	Teachers	335	2.60	1.14	n.s.
	Administrators	64	2.48	1.18	
22.	Teachers	332	3.01	1.11	n.s.
	Administrators	63	3.14	1.26	
23.	Teachers	325	2.05	0.81	n.s.
	Administrators	64	1.84	0.91	
24.	Teachers	328	3.05	0.05	n.s.
	Administrators	65	3.31	0.12	
25.	Teachers	330	3.15	1.06	p .05
	Administrators	64	3.45	0.89	
26.	Teachers	331	3.99	0.88	p .001
	Administrators	65	4.43	0.50	
27.	Teachers	336	3.47	0.97	n.s.
	Administrators	65	3.66	0.97	
28.	Teachers	326	3.03	1.02	n.s.
	Administrators	63	3.19	0.97	

Table 17

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
29.	Teachers	334	3.80	0.97	n.s.[a]
	Administrators	65	3.95	0.87	
30.	Teachers	336	3.07	1.21	$p < .05$
	Administrators	65	3.42	1.31	
31.	Teachers	335	2.90	1.17	n.s.
	Administrators	65	3.02	1.21	
32.	Teachers	329	3.79	0.84	n.s.
	Administrators	65	3.94	0.85	
33.	Teachers	338	1.77	1.10	n.s.
	Administrators	65	2.00	1.19	
34.	Teachers	337	4.13	2.08	$p < .001$
	Administrators	65	3.06	1.82	

[a] n.s. - no significant difference.

Response Based on Training

Respondents were asked to identify the highest level of education they had attained by checking one of the following: three years or less university, a Bachelor of Education, a bachelor's degree and teaching diploma, two or more bachelor's degrees, a master's degree or a doctorate. These groups were collapsed to form three groups; less than a B.Ed., a B.Ed (B.Ed. or a bachelor degree and teaching diploma) and two degrees or more (two or more bachelor degrees, a master's degree or a doctorate). The three groups were not close to being equal in number and as can be seen from data in Table 18, those grouped according to a B.Ed. or equivalent form the majority. The responses of the three groups were subjected to the F test using a significance level of 0.05 and subsequently, to a Scheffé test using a significance level of 0.10. The results of the testing are presented in this chapter in Table 18. The response to each item is considered here according to the areas mentioned in Tables 7 through 13, presented in Chapter IV.

Public Relations. On items 1, 27, and 28, presented in Table 7, Chapter IV, as relating to public relations, no significant difference was identified when responses were grouped according to training. This information is provided in Table 18.

Attendance. Table 8, Chapter IV, indicates that items 3 15, and 16 pertain to attendance. When these items were considered based on the three training levels, no significant difference in mean response was apparent. Information on the test results is provided in Table 18.

Evaluation. Evaluation is considered in items 21 and 22 as indicated in Table 9, Chapter IV. When the response to these items was considered according to educational training, no significant difference in mean scores was noted. Table 18 provides the results of tests conducted.

Quality. On items 9 through 14, a significant difference in the mean response of the three subgroups was noted only on item 14. These six items are identified in Table 10, Chapter IV. Item 14 indicates that attending convention workshops is a waste of time because teachers are unable to implement many of the ideas. According to Table 18, the mean response of those with less than a B.Ed was significantly different from those with two degrees or more. The latter group disagreed somewhat more.

Organization and Planning. Those items which were considered to pertain to organization and planning are presented in Table 11, Chapter IV. Of the fourteen identified, there were significant differences in the mean scores for items 2, 8, and 31.

On item 2, which stated that the A.T.A. gives organizers a satisfactory degree of freedom to organize and run their conventions, those with two or more university degrees agreed considerably more than those with a B.Ed. The mean response of each group is presented in Table 18.

Teachers with two or more university degrees had a mean response which was significantly less in agreement than either of the two other groups on item 8. Those teachers with a B.Ed or less, agreed more strongly that separate rural and urban conventions would be a deterrent to equal professional development opportunities. The mean response, as noted from Table 18, became less as the amount of training increased.

The mean response of each training group to item 31 presents an interesting situation. The item, which is presented in Table 11, Chapter IV, states that professional development and in-service activities should be conducted through the A.T.A. and/or the school districts, and not be included in convention activities. Table 18 indicates that teachers with less than a B.Ed. agreed slightly, those with a B.Ed. had almost a neutral mean response (2.96) and teachers with two or more degrees disagreed slightly. According to the F test, there was a significant difference in the mean response of teachers with two or more degrees and both those with B.Ed. degrees as well as those with less than B.Ed. degrees.

Goals. On items 5 and 31, two of the nine items considered to pertain to goals, there were significant differences in mean scores. The nine items are presented in Table 12, Chapter IV. The response of the three educational levels to item 31 was discussed in section 5.

Item 5 dealt with the idea that socializing at wine and cheese parties, etc. is a good way to get ideas, learn about new materials, and share common problems. The mean response of teachers with less than a B.Ed. was found to be significantly different from that of both B.Ed. degree people and teachers with two or more university degrees. In Table 18, there are data which indicate that teachers with less than a B.Ed. disagreed somewhat, according to the mean response, while both other groups tended to agree. As the educational training increases, the mean response value increases.

Expenses. Expenses, according to Table 13, are considered in items 32 and 33. Item 33 dealt with the amount of out-of-pocket costs each respondent had at the last convention. On this item there was a significant difference in the amount indicated by each group, based on training. Teachers with less than a B.Ed. appear to have more out-of-pocket costs than either of the other two groups. These results are presented in Table 18.

Table 18

Comparison of Teacher Responses According to Training

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
1.	B.Ed.(-)	30	3.93	0.94	n.s.[a]
	B.Ed	304	3.96	0.98	
	Two Degrees (+)	98	4.07	1.03	
2.	B.Ed.(-)	29	4.07	0.65	2-3 $p<.004$
	B.Ed	296	3.79	0.75	
	Two Degrees (+)	93	4.05	0.77	
3.	B.Ed.(-)	30	2.43	1.31	n.s.
	B.Ed.	300	2.70	1.29	
	Two Degrees (+)	96	2.63	1.29	
4.	B.Ed.(-)	30	4.10	0.85	n.s.
	B.Ed.	302	4.30	0.83	
	Two Degrees (+)	97	4.24	0.81	
5.	B.Ed.(-)	30	2.43	1.19	1-2 $p<.001$
	B.Ed.	305	3.29	1.20	1-3 $p<.001$
	Two Degrees (+)	97	3.43	1.18	
6.	B.Ed.(-)	30	3.20	1.13	n.s.
	B.Ed.	303	3.27	1.15	
	Two Degrees (+)	97	3.37	1.00	
7.	B.Ed.(-)	30	3.27	1.11	n.s.
	B.Ed.	305	3.56	1.00	
	Two Degrees (+)	97	3.62	.88	
8.	B.Ed.(-)	30	3.80	1.16	3-1 $p<.007$
	B.Ed.	304	3.50	1.08	3-2 $p<.007$
	Two Degrees (+)	96	3.17	1.14	
9.	B.Ed.(-)	30	3.67	0.80	n.s.
	B.Ed.	303	3.86	0.71	
	Two Degrees (+)	97	3.87	0.75	
10.	B.Ed(-)	30	3.67	0.80	n.s.
	B.Ed.	303	3.86	0.71	
	Two Degrees (+)	97	3.87	0.75	
11.	B.Ed(-)	30	4.00	0.53	n.s.
	B.Ed.	306	3.98	0.77	
	Two Degrees (+)	98	3.96	0.82	

Table 18

(continued)

Item #	Subgroup	N.	$\overline{X}$	S.D.	Sig. Diff.
12.	B.Ed.(-)	29	3.45	0.99	n.s.[a]
	B.Ed.	306	3.31	1.13	
	Two Degrees (+)	96	3.56	1.02	
13.	B.Ed.(-)	30	3.57	0.90	n.s.
	B.Ed.	303	3.80	0.95	
	Two Degrees (+)	99	3.86	0.96	
14.	B.Ed.(-)	30	2.47	0.97	1-3 $p<.03$
	B.Ed.	291	2.15	0.88	
	Two Degrees (+)	96	1.99	0.76	
15.	B.Ed.(-)	30	4.00	0.83	n.s.
	B.Ed.	302	3.85	0.98	
	Two Degrees (+)	98	3.76	1.08	
16.	B.Ed.(-)	30	2.07	1.14	n.s.
	B.Ed.	305	2.05	1.14	
	Two Degrees (+)	98	2.17	1.27	
17.	B.Ed(-)	30	3.70	1.06	n.s.
	B.Ed.	308	4.00	0.92	
	Two Degrees (+)	99	3.94	1.05	
18.	B.Ed.(-)	30	2.30	1.02	n.s.
	B.Ed.	297	1.97	0.95	
	Two Degrees (+)	96	1.83	0.87	
19.	B.Ed.(-)	29	2.76	1.33	n.s.
	B.Ed.	297	2.65	1.10	
	Two Degrees (+)	97	2.51	1.03	
20.	B.Ed.(-)	30	3.53	1.25	n.s.
	B.Ed.	305	3.50	1.15	
	Two Degrees (+)	97	3.38	1.10	
21.	B.Ed(-)	30	2.40	1.07	n.s.
	B.Ed.	304	2.67	1.14	
	Two Degrees (+)	98	2.41	1.13	
22.	B.Ed.(-)	29	2.90	1.18	n.s.
	B.Ed.	303	3.04	1.11	
	Two Degrees (+)	96	3.06	1.15	

Table 18

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
23.	B.Ed.(-)	29	2.03	0.57	n.s.[a]
	B.Ed.	298	2.00	0.85	
	Two Degrees (+)	95	2.00	0.81	
24.	B.Ed.(-)	29	3.38	1.02	n.s.
	B.Ed.	298	3.16	0.94	
	Two Degrees (+)	99	3.16	0.94	
25.	B.Ed.(-)	30	3.37	0.96	n.s.
	B.Ed.	300	3.19	1.04	
	Two Degrees (+)	98	3.42	1.03	
26.	B.Ed.(-)	29	4.14	0.92	n.s.
	B.Ed.	302	4.07	0.84	
	Two Degrees	99	4.04	0.83	
27.	B.Ed.(-)	29	3.55	0.91	n.s.
	B.Ed.	307	3.44	0.99	
	Two Degrees (+)	99	3.59	0.97	
28.	B.Ed.(-)	28	3.07	1.05	n.s.
	B.Ed.	299	3.02	1.01	
	Two Degrees (+)	96	3.14	0.97	
29.	B.Ed.(-)	30	3.67	1.06	n.s.
	B.Ed.	304	3.88	0.95	
	Two Degrees (+)	99	3.79	0.90	
30.	B.Ed.(-)	30	3.50	1.23	n.s.
	B.Ed.	306	3.12	1.22	
	Two Degrees (+)	99	3.07	1.21	
31.	B.Ed.(-)	30	3.27	1.11	3-1 $p<.01$
	B.Ed.	307	2.96	1.17	3-2 $p<.01$
	Two Degrees (+)	96	2.62	1.14	
32.	B.Ed.(-)	30	3.53	1.01	n.s.
	B.Ed.	300	3.84	0.83	
	Two Degrees (+)	98	3.93	0.79	
33.	B.Ed.(-)	30	2.47	1.41	1-2 $p<.001$
	B.Ed.	308	1.76	1.07	1-3 $p<.001$
	Two Degrees (+)	99	1.64	0.99	

Table 18

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
34.	B.Ed.(-)	30	3.93	2.18	n.s.[a]
	B.Ed.	308	3.96	2.09	
	Two Degrees (+)	99	4.02	2.01	

[a] n.s. - no significant difference.

Response Based on Convention Association Affiliation

Respondents were requested to indicate to which one of eleven convention associations they were affiliated. These 11 groups were not collapsed. They were left in their original grouping so that associations might identify specific concerns of teachers. The data were first subjected to the F test, using a significance level of 0.05. Then the Scheffé method was applied to identify specific groups with significant differences. A level of 0.10 was considered to be significant for this test. Response, by convention association, to items of related concern are considered under the following headings.

Public Relations. On items 1, 27 and 28, identified in Table 7 as pertaining to public relations, there was no indicated significant difference in the mean response of convention associations. The mean response of each association is presented in Table 19.

Attendance. Table 8 identifies the content of items 3, 15, and 16, considered to pertain to attendance. On item 16, as indicated in Table 19, there was a significant difference in the mean response of the South Peace Association and the Northeastern Association. Item 16 deals with required registration each day of the convention. The South Peace Association was the only association in favor of required registration ($\overline{X}$ = 3.50). The Northeastern Association disagreed ($\overline{X}$ - 1.71) more strongly than any other association.

The response of all associations is presented in Table 19.

Evaluation. The two items pertaining to evaluation are presented in Table 9. There was no indicated significant difference in mean response of any convention associations. The response according to association is presented in Table 19.

Quality. Quality is dealt with in items 9 through 14, as indicated in Table 10. There were two items, 10 and 13 for which significant differences were noted.

Item 10 indicated that the quality of workshop resource people is usually good. The mean response of the Northeastern Association was found to be significantly different from that of the Calgary and Edmonton Associations. Although all three associations tend to agree with the statement, the Northeastern Association was least ($\bar{X}$ = 3.24) in agreement, while Calgary followed by Edmonton, were the associations most strongly in agreement ($\bar{X}$ = 3.98 and 4.02 respectively).

The significant difference noted in the response to item 13 involved the same three associations with similar mean responses. The subject of the item was attraction to conventions by interest and quality of content. Again, although all three associations were in agreement with the statement, the Northeastern Association agreed the least ($\bar{X}$ = 3.10) of any association, while Edmonton and Calgary were the same ($\bar{X}$ = 4.02). The response of all associations is presented in Table 19.

Organization and Planning. Those items which are relevant to organization and planning are provided in Table 11, Chapter IV. Of these items, two (17 and 18), had subgroups with significantly different mean responses. On both items, the subgroups involved were the Calgary Convention Association, and the Northeastern Convention Association.

Calgary indicated the greatest level of satisfaction with the present location of their convention (response to item 17), while the Northeastern Association, although still indicating satisfaction, was the least satisfied of any convention association. The response of all convention associations is presented in Table 19.

Item 18 (see Table 11, Chapter IV), describes the distance one must travel to conventions and/or the arrangements one must make in order to go, as an onerous burden. According to data from Table 19, item 18, the Northeastern Association agrees with this statement more strongly than any other association, while the Calgary Association shows the strongest degree of disagreement.

Goals. All items that dealt with goals of conventions are presented in Table 12, Chapter IV. Of the 9 items presented, only on item 31 was there a significant difference in the mean response of groups. The groups involved here were the Palliser Convention Association and the Calgary Convention Association. The item (31) under consideration stated that professional development and in-service activities should be conducted through the A.T.A. and/or school districts, and not be included in convention activities. Table 19, item 31, indicates that the Palliser Convention Association agreed ($\overline{X} = 3.60$) more strongly than any other association while the Calgary Convention Association was the association most strongly in disagreement. The difference between the response of these two associations was statistically significant.

Expenses. Items 32 and 33 dealt with expenses. These items are presented in Table 13, Chapter IV. Significant differences in mean responses of associations to item 33 were noted through the F test. According to Table 19, the mean responses of the Calgary and Edmonton Convention Associations were significantly different from the responses of the North Central, Palliser, Northeastern and Central East Convention Associations. The mean response of the Calgary and Edmonton Convention Associations were 1.24 and 1.19 respectively. This indicates that teachers in these two associations have somewhat less out-of-pocket costs than teachers in the other four associations indicated.

The mean response of the Northeastern and Central East Convention Associations was significantly different from that of the other nine associations. The mean response of these two associations was 3.31 and 3.53, respectively. This was interpreted as indicating that teachers from these two associations likely have greater out-of-pocket expenses than teachers affiliated with any other association.

The purpose of this chapter was to describe the responses of teacher subgroups and identify statistically significant differences among these subgroups.

Table 19

Comparison of Responses According to Convention Association Affiliation

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
1.	1. N. Peace	9	4.11	0.60	n.s.
	2. S. Peace	8	4.38	0.74	
	3. N. Central	66	3.91	1.02	
	4. Palliser	25	3.60	1.19	
	5. S. West	26	3.96	1.00	
	6. Red Deer	30	4.20	0.71	
	7. Calgary	91	4.28	0.96	
	8. N. East	29	3.55	1.06	
	9. Edmonton	112	4.04	0.94	
	10. Central E.	19	3.63	0.90	
	11. S. East	17	3.53	1.13	
2.	1. N. Peace	9	4.33	0.50	n.s.
	2. S. Peace	7	3.86	1.07	
	3. N. Central	65	3.71	0.70	
	4. Palliser	24	3.83	0.76	
	5. S. West	24	4.04	0.69	
	6. Red Deer	29	3.90	0.62	
	7. Calgary	90	3.88	0.85	
	8. N. East	28	3.89	0.63	
	9. Edmonton	107	3.83	0.80	
	10. Central E.	18	3.94	0.80	
	11. S. East	17	4.00	0.61	
3.	1. N. Peace	9	3.00	1.12	n.s.
	2. S. Peace	8	2.50	1.31	
	3. N. Central	65	2.75	1.30	
	4. Palliser	25	2.68	1.35	
	5. S. West	25	2.44	1.19	
	6. Red Deer	29	2.76	1.35	
	7. Calgary	92	2.65	1.32	
	8. N. East	29	2.35	1.34	
	9. Edmonton	108	2.78	1.30	
	10. Central E.	19	2.11	0.94	
	11. S. East	17	2.89	1.36	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
4.	1. N. Peace	9	4.33	1.00	n.s.[a]
	2. S. Peace	8	4.38	0.52	
	3. N. Central	67	4.40	0.65	
	4. Palliser	25	3.84	1.03	
	5. S. West	26	4.34	0.85	
	6. Red Deer	30	4.40	0.81	
	7. Calgary	91	4.22	0.92	
	8. N. East	28	4.36	0.73	
	9. Edmonton	111	4.24	0.88	
	10. Central E.	18	4.17	0.71	
	11. S. East	16	4.31	0.48	
5.	1. N. Peace	9	3.11	1.27	n.s.
	2. S. Peace	8	3.25	1.67	
	3. N. Central	66	3.09	1.16	
	4. Palliser	25	3.60	1.22	
	5. S. West	26	2.92	1.29	
	6. Red Deer	29	3.21	1.29	
	7. Calgary	93	3.63	1.11	
	8. N. East	29	3.00	1.28	
	9. Edmonton	111	3.12	1.17	
	10. Central E.	19	3.21	1.32	
	11. S. East	17	3.47	1.23	
6.	1. N. Peace	9	3.67	1.32	n.s.
	2. S. Peace	8	3.67	1.32	
	3. N. Central	65	3.03	1.15	
	4. Palliser	25	3.36	1.15	
	5. S. West	26	2.96	1.18	
	6. Red Deer	30	3.53	1.16	
	7. Calgary	91	3.14	1.10	
	8. N. East	28	3.46	1.14	
	9. Edmonton	112	3.35	1.00	
	10. Central E.	19	3.79	1.08	
	11. S. East	17	3.59	1.23	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
7.	1. N. Peace	9	3.67	1.00	n.s.[a]
	2. S. Peace	8	3.75	0.89	
	3. N. Central	67	3.37	1.00	
	4. Palliser	25	3.52	1.12	
	5. S. West	25	3.28	0.98	
	6. Red Deer	30	3.67	1.02	
	7. Calgary	92	3.49	0.98	
	8. N. East	29	3.59	1.05	
	9. Edmonton	112	3.61	0.90	
	10. Central E.	19	3.79	1.03	
	11. S. East	16	4.06	1.00	
8.	1. N. Peace	9	3.78	0.97	n.s.
	2. S. Peace	8	3.38	1.30	
	3. N. Central	67	3.87	0.97	
	4. Palliser	25	3.24	1.13	
	5. S. West	25	3.80	1.08	
	6. Red Deer	30	3.87	0.90	
	7. Calgary	90	3.20	1.14	
	8. N. East	29	3.31	1.14	
	9. Edmonton	111	3.23	1.09	
	10. Central E.	19	3.23	1.09	
	11. S. East	17	3.65	1.22	
9.	1. N. Peace	9	3.67	1.00	n.s.
	2. S. Peace	67	3.63	1.06	
	3. N. Central	67	3.99	0.88	
	4. Palliser	24	3.92	0.78	
	5. S. West	26	4.19	0.69	
	6. Red Deer	27	3.89	0.85	
	7. Calgary	92	3.97	0.88	
	8. N. East	29	3.45	1.06	
	9. Edmonton	110	4.00	0.84	
	10. Central E.	19	3.74	0.99	
	11. S. East	17	3.76	1.03	

Table 19

(continued)

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
10.	1. N. Peace	9	3.67	1.00	8-7 $p<.0005$
	2. S. Peace	8	3.75	0.71	8-9 $p<.0005$
	3. N. Central	67	3.81	0.70	
	4. Palliser	24	3.67	0.82	
	5. S. West	26	3.73	0.78	
	6. Red Deer	28	3.82	0.67	
	7. Calgary	91	3.98	0.63	
	8. N. East	29	3.24	1.06	
	9. Edmonton	112	4.02	0.60	
	10. Central E.	19	3.89	0.57	
	11. S. East	17	3.76	0.75	
11.	1. N. Peace	9	4.11	0.33	n.s.[a]
	2. S. Peace	8	3.50	0.93	
	3. N. Central	65	4.00	0.75	
	4. Palliser	25	3.80	0.76	
	5. S. West	26	3.81	1.13	
	6. Red Deer	30	3.87	0.86	
	7. Calgary	92	4.01	0.65	
	8. N. East	29	3.79	0.98	
	9. Edmonton	114	4.00	0.74	
	10. Central E.	19	4.32	0.48	
	11. S. East	17	4.35	0.49	
12.	1. N. Peace	9	3.67	1.22	n.s.
	2. S. Peace	8	3.63	1.19	
	3. N. Central	66	3.44	0.96	
	4. Palliser	24	3.92	0.97	
	5. S. West	26	3.27	1.28	
	6. Red Deer	30	2.73	0.98	
	7. Calgary	92	3.30	1.13	
	8. N. East	29	3.83	1.00	
	9. Edmonton	114	3.40	1.09	
	10. Central E.	19	3.05	1.18	
	11. S. East	17	3.24	1.09	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
13.	1. N. Peace	9	3.11	1.17	8-9 $p < .0001$
	2. S. Peace	8	3.50	0.93	8-7 $p < .0001$
	3. N. Central	66	3.67	0.92	
	4. Palliser	24	3.46	1.25	
	5. S. West	26	3.50	1.07	
	6. Red Deer	29	3.97	0.78	
	7. Calgary	92	4.02	0.80	
	8. N. East	29	3.10	1.23	
	9. Edmonton	113	4.02	0.82	
	10. Central E.	19	3.79	0.86	
	11. S. East	17	3.94	0.75	
14.	1. N. Peace	8	2.38	1.06	n.s.[a]
	2. S. Peace	8	1.88	0.35	
	3. N. Central	66	2.26	0.90	
	4. Palliser	23	2.09	0.90	
	5. S. West	25	2.00	0.87	
	6. Red Deer	27	2.07	0.68	
	7. Calgary	90	1.94	0.74	
	8. N. East	29	2.66	1.08	
	9. Edmonton	105	2.12	0.87	
	10. Central E.	19	2.21	0.92	
	11. S. East	17	2.12	0.93	
15.	1. N. Peace	9	4.56	0.53	n.s.
	2. S. Peace	8	4.13	0.35	
	3. N. Central	65	3.77	0.95	
	4. Palliser	25	4.08	0.76	
	5. S. West	25	3.80	1.04	
	6. Red Deer	30	3.87	1.04	
	7. Calgary	91	3.74	1.01	
	8. N. East	29	3.79	1.05	
	9. Edmonton	114	3.77	1.11	
	10. Central E.	18	4.00	0.84	
	11. S. East	16	4.19	0.75	

Table 19

(continued)

Item #	Subgroup	N	$\bar{X}$	S.D.	Sig. Diff.
16.	1. N. Peace	9	2.22	1.20	7-2 p .003
	2. S. Peace	8	3.50	1.60	
	3. N. Central	66	2.27	1.27	
	4. Palliser	25	2.12	1.17	
	5. S. West	26	2.04	1.00	
	6. Red Deer	30	2.13	1.07	
	7. Calgary	93	1.71	1.01	
	8. N. East	29	2.38	1.29	
	9. Edmonton	112	2.01	1.14	
	10. Central E.	18	2.39	1.20	
	11. S. East	17	2.12	1.11	
17.	1. N. Peace	9	3.22	1.48	7-8 p .0010
	2. S. Peace	8	4.00	0.93	
	3. N. Central	67	4.00	0.85	
	4. Palliser	25	3.68	1.24	
	5. S. West	26	4.00	0.98	
	6. Red Deer	30	4.20	0.81	
	7. Calgary	93	4.31	0.64	
	8. N. East	29	3.48	1.43	
	9. Edmonton	114	3.89	0.92	
	10. Central E.	19	3.89	0.88	
	11. S. East	17	3.71	1.10	
18.	1. N. Peace	9	1.67	0.50	7-8 p .0001
	2. S. Peace	8	1.75	0.46	
	3. N. Central	66	2.06	0.94	
	4. Palliser	25	2.28	1.24	
	5. S. West	25	2.08	1.19	
	6. Red Deer	30	1.90	0.76	
	7. Calgary	89	1.63	0.59	
	8. N. East	28	2.57	1.26	
	9. Edmonton	109	1.84	0.75	
	10. Central E.	19	2.53	1.35	
	11. S. East	15	2.20	1.32	

Table 19

(continued

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
19.	1. N. Peace	9	2.67	1.80	n.s.[a]
	2. S. Peace	8	2.75	1.17	
	3. N. Central	66	2.68	1.18	
	4. Palliser	24	2.88	1.26	
	5. S. West	25	2.32	1.14	
	6. Red Deer	28	2.32	0.94	
	7. Calgary	92	2.71	0.97	
	8. N. East	29	2.76	1.24	
	9. Edmonton	106	2.67	1.07	
	10. Central E.	19	2.11	0.88	
	11. S. East	17	2.53	1.01	
20.	1. N. Peace	9	3.67	1.12	n.s.
	2. S. Peace	8	3.38	1.19	
	3. N. Central	67	3.64	1.03	
	4. Palliser	24	3.50	1.35	
	5. S. West	26	3.92	0.84	
	6. Red Deer	30	3.27	1.17	
	7. Calgary	93	3.16	1.23	
	8. N. East	29	3.69	1.07	
	9. Edmonton	111	3.45	1.15	
	10. Central E.	18	3.50	1.04	
	11. S. East	17	3.88	1.05	
21.	1. N. Peace	9	2.44	1.01	n.s.
	2. S. Peace	8	1.88	0.35	
	3. N. Central	67	2.60	1.08	
	4. Palliser	25	2.60	1.08	
	5. S. West	26	2.88	1.18	
	6. Red Deer	30	2.33	1.03	
	7. Calgary	92	2.58	1.16	
	8. N. East	29	2.31	1.00	
	9. Edmonton	112	2.91	1.22	
	10. Central E.	19	2.11	0.81	
	11. S. East	15	2.53	1.36	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
22.	1. N. Peace	9	3.67	1.32	n.s.[a]
	2. S. Peace	8	3.63	0.92	
	3. N. Central	64	3.06	1.02	
	4. Palliser	25	3.12	1.13	
	5. S. West	26	3.08	1.13	
	6. Red Deer	29	2.83	1.17	
	7. Calgary	91	3.36	1.07	
	8. N. East	29	2.79	1.01	
	9. Edmonton	111	2.83	1.14	
	10. Central E.	19	2.58	1.30	
	11. S. East	17	3.06	1.09	
23.	1. N. Peace	9	2.22	1.09	n.s.
	2. S. Peace	7	2.00	0.00	
	3. N. Central	61	2.07	0.77	
	4. Palliser	23	2.04	0.88	
	5. S. West	23	2.04	0.82	
	6. Red Deer	30	1.87	0.57	
	7. Calgary	92	1.86	0.75	
	8. N. East	29	2.45	1.09	
	9. Edmonton	112	1.96	0.83	
	10. Central E.	19	1.95	0.71	
	11. S. East	17	2.12	1.05	
24.	1. N. Peace	9	2.78	0.97	n.s.
	2. S. Peace	8	3.00	1.07	
	3. N. Central	66	3.11	0.91	
	4. Palliser	25	2.88	1.05	
	5. S. West	26	2.96	0.96	
	6. Red Deer	29	3.10	1.08	
	7. Calgary	90	3.22	1.00	
	8. N. East	27	2.74	0.94	
	9. Edmonton	112	3.14	0.93	
	10. Central E.	18	3.33	0.91	
	11. S. East	16	3.19	1.05	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
25.	1. N. Peace	9	3.33	0.87	n.s.[a]
	2. S. Peace	8	3.00	1.07	
	3. N. Central	63	3.10	1.01	
	4. Palliser	24	2.58	1.02	
	5. S. West	25	3.56	1.04	
	6. Red Deer	30	2.90	1.06	
	7. Calgary	92	3.45	1.02	
	8. N. East	28	2.89	0.99	
	9. Edmonton	113	3.42	1.02	
	10. Central E.	19	3.42	0.90	
	11. S. East	17	3.24	0.97	
26.	1. N. Peace	9	4.33	0.50	n.s.
	2. S. Peace	8	4.13	0.35	
	3. N. Central	65	3.80	0.94	
	4. Palliser	25	3.96	0.93	
	5. S. West	26	4.15	0.97	
	6. Red Deer	30	4.33	0.71	
	7. Calgary	90	4.16	0.78	
	8. N. East	29	4.34	0.81	
	9. Edmonton	112	3.90	0.89	
	10. Central E.	19	4.21	0.42	
	11. S. East	17	4.53	0.51	
27.	1. N. Peace	9	3.33	1.00	n.s.
	2. S. Peace	8	4.00	0.00	
	3. N. Central	67	3.28	0.95	
	4. Palliser	25	3.60	0.87	
	5. S. West	26	3.58	1.03	
	6. Red Deer	30	3.30	0.99	
	7. Calgary	91	3.66	1.00	
	8. N. East	29	3.41	0.98	
	9. Edmonton	114	3.46	1.00	
	10. Central E.	19	3.47	1.07	
	11. S. East	17	3.41	1.00	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
28.	1. N. Peace	9	3.00	1.12	n.s.[a]
	2. S. Peace	8	3.25	0.89	
	3. N. Central	64	2.95	0.95	
	4. Palliser	24	2.92	0.97	
	5. S. West	25	3.24	0.78	
	6. Red Deer	30	3.07	1.01	
	7. Calgary	91	2.96	1.05	
	8. N. East	29	3.07	1.00	
	9. Edmonton	110	3.23	0.99	
	10. Central E.	17	2.88	1.05	
	11. S. East	16	2.69	1.20	
29.	1. N. Peace	9	3.89	0.78	n.s.
	2. S. Peace	8	3.63	1.06	
	3. N. Central	67	3.63	1.01	
	4. Palliser	24	4.13	0.68	
	5. S. West	26	3.92	0.89	
	6. Red Deer	30	3.97	1.00	
	7. Calgary	92	3.96	0.80	
	8. N. East	29	3.62	1.18	
	9. Edmonton	112	3.79	1.01	
	10. Central E.	19	4.00	0.88	
	11. S. East	17	4.06	0.90	
30.	1. N. Peace	9	3.00	1.22	n.s.
	2. S. Peace	8	3.50	1.31	
	3. N. Central	66	3.03	1.23	
	4. Palliser	25	3.52	1.29	
	5. S. West	26	2.96	1.34	
	6. Red Deer	30	3.33	1.15	
	7. Calgary	93	2.88	1.15	
	8. N. East	29	3.76	1.15	
	9. Edmonton	113	3.11	1.19	
	10. Central E.	19	3.32	1.25	
	11. S. East	17	3.00	1.25	

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
31.	1. N. Peace	9	2.67	1.12	7-4 $p < .002$
	2. S. Peace	8	3.25	1.17	
	3. N. Central	67	2.87	1.18	
	4. Palliser	25	3.60	0.96	
	5. S. West	26	2.81	1.13	
	6. Red Deer	30	3.40	1.13	
	7. Calgary	91	2.55	1.18	
	8. N. East	29	3.31	1.23	
	9. Edmonton	113	2.84	1.09	
	10. Central E.	18	2.94	1.09	
	11. S. East	17	2.94	1.14	
32.	1. N. Peace	9	3.22	1.20	n.s.[a]
	2. S. Peace	8	3.88	0.83	
	3. N. Central	67	3.78	0.78	
	4. Palliser	25	3.72	1.24	
	5. S. West	25	3.88	0.83	
	6. Red Deer	30	4.07	0.52	
	7. Calgary	92	4.00	0.66	
	8. N. East	28	3.43	1.14	
	9. Edmonton	108	3.94	0.66	
	10. Central E.	19	3.26	1.15	
	11. S. East	17	3.88	0.99	
33.	1. N. Peace	9	1.67	0.71	7-3,4,8,10, $p < .001$
	2. S. Peace	8	1.38	0.52	
	3. N. Central	67	2.24	1.27	
	4. Palliser	25	2.28	1.06	9-3,4,8,10, $p < .0001$
	5. S. West	26	1.69	0.97	
	6. Red Deer	30	1.80	0.71	
	7. Calgary	93	1.24	0.52	8-1,2,3,4, 5,6,7,9,11, $p < .0001$
	8. N. East	29	3.31	1.17	
	9. Edmonton	114	1.19	0.46	
	10. Central E.	19	3.53	1.17	
	11. S. East	17	1.94	1.03	10-1,2,3, 4,5,6,7,9, 11 $p < .0001$

Table 19

(continued)

Item #	Subgroup	N	$\overline{X}$	S.D.	Sig. Diff.
34.	1. N. Peace	9	4.44	2.35	n.s.[a]
	2. S. Peace	8	2.50	2.20	
	3. N. Central	67	3.96	2.11	
	4. Palliser	25	3.16	2.03	
	5. S. West	26	3.42	2.10	
	6. Red Deer	30	3.47	2.08	
	7. Calgary	93	3.61	1.78	
	8. N. East	29	3.10	2.09	
	9. Edmonton	114	4.46	1.94	
	10. Central E.	19	3.16	2.06	
	11. S. East	17	3.00	2.32	

[a] n.s. - no significant difference

Chapter VI

SUMMARY

The first section of this chapter summarizes the problem, need and methodology of the study. Following that, a summary of general findings, discussion and recommendations are presented. The final section suggests areas for further study.

Summary of the Study

The Problem. The primary problem in this study was to determine, from a provincial perspective, what the opinions of teachers were with respect to teacher conventions. A secondary problem was to compare the perceptions of selected subgroups within the teacher population. The subgroups were established on the basis of rural or urban setting, elementary, junior or senior high school positions, educational level, amount of experience, teacher versus administrator role, and according to convention association affiliation. Opinions were considered on the areas of public relations, attendance, evaluation, quality, organization and planning, goals and expenses relative to conventions.

Need for the Study. The review of the literature indicated that teacher conventions have historically been a function that teachers have attended usually on an annual basis.

This study was designed to explore teachers' perceptions of conventions, and to provide teachers, administrators, the A.T.A. and convention organizers with information that might be useful in organizing and providing staff development, professional development and/or inservice activities.

Methodology. Out of a total population of 23,900, every 33rd active teacher (3%), recorded by the Department of Education in Alberta, was mailed a questionnaire. Of the 716 questionnaires mailed out, 463 or 64.6% were returned and 438 or 61.17% were considered to be completed well enough to use.

The questionnaire, constructed in two parts, was designed to: determine the subgroups to which the respondents belonged and, access respondents opinions regarding topics in the areas mentioned in the section describing the problem. Items on the questionnaire were presented in the form of a statement with provision for respondents to indicate on a Likert type ordinal scale their opinion. The scale ranged from strongly disagree to strongly agree.

Responses to the questionnaire items were coded and transferred to computor cards for analysis.

General Findings

Results of this study have been summarized according to areas of consideration. The matrix provided on page 128 indicates items on which the mean response of subgroups differed significantly. In the following sections, an expression of greater or lesser agreement or disagreement is an indication that a significant difference in mean responses was observed.

Public Relations. Teachers definitely feel conventions have a positive public relations value and that trustees should be encouraged to attend and become involved in conventions. There is some difference in the feelings of rural and urban teachers on these two aspects of public relations. Opinions about whether parents see merit in teachers attending conventions appears to be mixed. Teachers with the least experience are less positive than other teachers on this point.

Attendance. Teachers clearly feel obligated to attend conventions. Regarding compulsory registration, the South Peace Convention Association was the only group that leaned toward agreement. The closest mean response to that of the South Peace Convention Association was the Northeastern Convention Association.

Attending conventions of one's own choice regardless of location and date does not appear to the majority of participants to be a good idea. Teachers feel more positive about it than do administrators however, and teachers with 16 years or more experience have feelings similar to those of administrators.

Evaluation. A formal evaluation of conventions is seen as desireable, particularly more by rural teachers. Teachers with 5 years or less experience disagree slightly, while

Matrix of Items with Significantly Different Responses

Based on Teacher Subgroup and Item Category

	Rural vs Urban	Experience Level	Teaching Levels	Teaching Position	Training Level	Convention Association
Public Relations	1.27	28	-	-	-	-
Attendance	-	3	-	3	-	16
Evaluation	21	22	-	-	-	-
Quality	10, 13	12	9, 10	11	14	10, 13
Organization and Planning	1, 17, 18 20, 31, 34	2, 3 12, 31	-	2, 3 19, 34	2, 8, 31	17, 18
Goals	20, 25	26, 30, 31	5, 29	25, 26, 31	5, 31	31
Expenses	32, 33	33	-	-	33	33
*Tables	14	15	16	17	18	19

*Tables - indicates in which table significant group responses may be found.

others agree slightly that conventions should be evaluated from a total perspective rather than evaluating each speaker or workshop.

Quality. Teachers are attracted to conventions by interest and quality of content. However, it is not these aspects in isolation that attract them. Keynote speakers are considered to be of good quality and it is agreed that the workshop resource people, where workshops are part of conventions, are usually of good quality. Workshops seem to be meeting the needs of elementary teachers more than the other two levels and significantly more than the high school teachers. All groups appear, at least to some degree, to be able to implement some ideas gained from workshops. Although most teachers are apparantly satisfied with the quality and utility of the components of conventions, there is the feeling that there is always room for improvement.

Organization and Planning. More experienced teachers, administrators and teachers with two or more degrees agree more strongly than the other members of the groups based on experience, position and training, that the A.T.A. gives convention organizers satisfactory freedom to organize and run conventions. Most teachers do not agree with the idea that teachers should be allowed to attend the convention of their choice. More experienced teachers, and administrators in particular, disagree more strongly.

Most teachers agree that there are some differences in the concerns and interests of rural and urban teachers, and that these differences should be taken into consideration by planners. Furthermore, they agree that separate conventions would be a deterrent to equal professional development. However, teachers with two degrees or more agreed less.

The majority of teachers are satisfied with the location of their conventions and do not find the travel and preconvention arrangements to be an onerous burden. However, teachers from the Northeastern Convention Association are less in agreement on these points than the teachers attending the Edmonton and Calgary Convention Associations.

Eighty-eight percent of teachers indicate that they consider the topic rather than where the speaker is from when deciding which general session to attend.

Teachers, and particularly rural teachers, feel conventions should be designed to meet specific in-service needs. However, rural teachers agree more strongly than urban teachers that professional development and in-service activities should be conducted through the A.T.A. and/or school districts and not be included in convention activities. Teachers with five years experience or less were less in agreement than teachers in the higher experience categories on this point.

Although most teachers were neutral on the point, the remainder indicate that the desired number of delegates is 2500 to 4000, certainly not more than 4500. Administrators disagree somewhat more than teachers in general that the eleven convention associations should be decreased in number in order that workshops and general sessions might have greater variety.

Teachers generally, and urban more than rural teachers, agree that school trustees should be encouraged to attend and become involved in conventions.

There is agreement, particularly by teachers with less than five years experience, that there is room for much improvement in the programs and organization of teachers conventions.

Goals. Elementary teachers and those with less than B.Ed degrees agree less than other teaching levels and training level groups, that socializing at wine and cheese parties, etc. is a good way to get ideas, learn about new materials and share common problems.

Teachers, and rural teachers particularly, feel that conventions should be designed to meet specific in-service needs, but that conventions are not structured so as to provide valuable in-service opportunities.

Teachers agreed that the goal of the keynote speaker is to provide inspiration as opposed to technical information. Teachers with 16 years experience agreed more than teachers with 5 or less years experience, and administrators agreed more than teachers. Most respondents feel that conventions revitalize their spirits and give them a more positive orientation to their teaching duties. Elementary teachers agreed more than junior high teachers.

Rural teachers and administrators agree more strongly that practical workshops are best conducted as separate in-service activities rather than as part of a convention. Teachers with 16 or more years experience had different feelings toward teachers' conventions than teachers with 5 years experience or less. Response was mixed on professional development and in-service activities being conducted through the A.T.A. and/or school districts, and not being included in convention activities. Significant differences were noted when responses were grouped according to location, experience, training and convention association.

Expenses. Over 82% of the teachers felt the cost to attend conventions was reasonable. Urban teachers agreed more than rural teachers. As for actual out-of-pocket expenses, excluding convention fees, significant differences in mean responses arose between rural and urban teachers, teachers with the least experience and those with the most, teachers with less than a B.Ed. and both other groups, and teachers in various convention associations. It appears that the expenses of teachers attending the Central East and Northeastern Conventions are greater than those of any other convention. Expenses for Edmonton and Calgary teachers were the lowest.

Discussion and Recommendations

Generally, it appears that teachers' opinions regarding conventions were positive. From both the rural and urban perspective, the personal expense of attending conventions is not out of line, and the present locations and respective sizes are satisfactory. Dr. Keeler suggested in 1967 that the existing seventeen convention districts might become approximately nine. His prediction was reasonably accurate. However, it seems that the number will likely not decrease to less than the existing eleven, but that there will be some movement of locals from one district to another.

As Keeler also predicted, speakers address large groups. However, the trend, in accordance with teachers desires, is toward an inspirational presentation. This effect meets with Sharp's feelings that conventions can best serve their purpose by taking the high road or inspirational level.

Some convention districts have moved totally away from offering workshops. This may be a result of closer coordination of the activities of specialist councils, professional development committees and convention committees. However, since there does not seem to be a general consensus regarding the goals of conventions, it is unlikely that this coordination is occurring in all convention districts. Rural and elementary teachers, as evidenced by the study results, still feel that workshops geared, as George, J.L. (1967) says, "at improving the competence of the teacher," are still an important component of conventions.

Any form of attendance recording at conventions is not recommended. Primarily, this is because teachers indicate they would consider it an insult to their professional judgement. Encouraging teacher attendance at specialist in-service and professional development seminars and workshops is recommended. This might help to bring about a more precise perception, by teachers in total, as to what the specific role and/or goals of these activities should be. Schreiber (1975) found that teachers rated conventions sixth as a preferred in-service activity. Results of this study may indicate that many teachers do not consider conventions to be a form or means of in-service. It is very possible that these same teachers see conventions as primarily a fraternal gathering through which they might develop greater feelings of belonging, and self esteem. It is also indicated that conventions give teachers an opportunity to become recharged.

The public relations value of conventions is an area which should, according to study findings, be given careful consideration. Teachers generally feel conventions have a positive public relations value, but they would like to see trustees attending. Feelings about whether parents see merit in teachers attending conventions is mixed. McConaghy, (1976: 63-65) who discussed the statis of the teaching profession in the United Kingdom stated:

> Probably the best investment would be to make a concerted effort to impress on teachers the importance of public relations with their various publics. How teachers relate to their students, how they conduct themselves in their community, how concerned they are with justice and social issues, how competent they are as teachers, will determine to a large extent their public image.

The researcher suggests that this also applies to activities associated with teachers conventions. If teachers want their conventions to be perceived as positive, they will have to work at it.

The data obtained indicates that there are variations in opinion among teacher subgroups. This evidence leads the writer to believe that much greater consideration should be given to determining what teachers feel constitutes professional development and in-service and determining or establishing the mechanisms through which these goals may be obtained. No one, specific goal or purpose of conventions was clearly identified in this study. Results indicated that there are a number of perceptions as to what the goals of conventions are and that it is unlikely that everyone would agree the conventions should meet all the goals identified. If teachers, possibly through the A.T.A., were to establish and agree upon, first; what constitutes professional development and in-service, and then the most appropriate mechanisms of delivery, then it is likely that a specific purpose of conventions might result. It should then follow that schools and school systems should be able to identify their roles and activities regarding professional development and in-service, convention committees and specialist councils should be able to do likewise and finally, teachers, students, parents, school administrators and taxpayers might have much more positive feelings about conventions.

Suggestions for Further Research

A study of this nature could be conducted with the intent of identifying differences in opinion among subgroups. For example, since there were differences in opinion when this sample was considered on the basis of teaching level, further study could be carried out to determine if these differences exist in urban schools only or are they common to all schools.

Similar studies could be considered with the idea of determining what teachers feel constitutes in-service, or professional development and through what mechanism they feel these goals might be attained.

Further studies of a similar nature could be conducted in other provinces to determine if differences in opinion exist among teachers in the ten provinces. This might lead to the adoption of ideas for conventions by neighboring provinces.

Since teachers are facing times of considerable change, further research into the role of conventions and similar activities seems appropriate. Considering the future demands on teachers and the pressures that may result, further research on professional development, in-service and related activities may become essential.

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Appendix A

1) Questionnaire cover letter

2) Teacher Questionnaire

3) Follow-up letter

Teacher Conventions

Dear Colleague:

The purpose of this questionnaire is to solicit your opinions on teacher conventions. The results obtained will be included as part of a master's thesis and will be made available to your local convention committee through The Alberta Teacher's Association.

Your cooperation in completing this questionnaire would be most appreciated. It will likely not take you more than fifteen minutes. The study is sponsored by the Bonnyville Local of the A.T.A. and is supported by the A.T.A.

Please answer all the questions so as to avoid computer rejection.

Your comments regarding this questionnaire and/or teacher conventions would be appreciated.

I would ask that you please complete and return the questionnaire in the enclosed envelope within the week.

My sincere thanks,

Harold R Hayter

Harold Hayter,
Graduate student
Dept. of Educational Administration
University of Alberta

TEACHER CONVENTION

OPINION QUESTIONNAIRE

SECTION A: Background Data

1. Indicate your school setting:
Rural (Town, Village) 1.___
Urban (City) 2.___

2. How many years of experience do you have as an educator? (Count the present year as a full year) ___

3. At what level do you teach?
Early Childhood 1.___
Elementary 2.___
Junior High (7-9) 3.___
Senior High (10-12) 4.___

4. What is your position?
Teacher 1.___
Department Head 2.___
Vice-Principal 3.___
Principal 4.___
Other 5.___

5. What is the highest level of education you have attained?
Three years or less university. 1.___
Bachelor of Education 2.___
Bachelor degree and teaching diploma 3.___
Two or more bachelor's degrees 4.___
Master's degree 5.___
Ph.D 6.___

6. Check the teacher convention you attend:
North Peace 1.___
South Peace 2.___
Calgary City 7.___
North East 8.___

North Central 3.___

Palliser 4.___

South West 5.___

Red Deer 6.___

Greater Edmonton 9.___

Central East 10.___

South East 11.___

7. Please indicate approximately how many years formal involvement in a leadership capacity you have had in each of the following areas:

Convention Affairs 1.___

The A.T.A. (Local or Provincial) 2.___

Professional Development and In-Services Activities 3.___

I would appreciate any comments you may have regarding this questionnaire and/or teacher conventions.

SECTION B: Opinion Questions

The following statements are intended to elicit your opinions with respect to teacher conventions. Please indicate your opinion by circling the most appropriate letter.

Should you feel you do not have the information to take a position or would rather not express a position, please circle letter (N) Neutral.

Should you feel the content or format of any statement is inappropriate, irregular, or does not apply to your situation please circle the (I), then indicate your concern in the comment space provided at the bottom of each page.

DEFINITIONS:

WORKSHOP SESSION

- a session at which information on a particular subject area or grade is learned.

GENERAL SESSION

- a session which may involve a "keynote speaker" or an inspirational message of interest to any educator.

	NEUTRAL	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	INAPPROPRIATE
	N	SA	A	D	SD	I
1. School trustees should be encouraged to attend and become involved in teacher conventions.	N	SA	A	D	SD	I
2. The A.T.A. gives convention organizers a satisfactory degree of freedom to organize and run their own conventions.	N	SA	A	D	SD	I
3. I should be allowed to attend the convention of my choice, regardless of location and date held.	N	SA	A	D	SD	I
4. I consider the topic rather than where the speaker is from when deciding which general session to attend.	N	SA	A	D	SD	I
5. I feel socializing at wine and cheese parties etc. is a good way to get ideas, learn about new materials, and share common problems.	N	SA	A	D	SD	I
6. I think the concerns and interests of teachers in rural and urban areas differ.	N	SA	A	D	SD	I
7. I feel convention planners should take into consideration differences between urban and rural teaching situations when developing programs.	N	SA	A	D	SD	I

8. I believe that separating rural and urban teachers for conventions would be a deterrent to equal professional development opportunities. N SA A D SD I

9. Workshop sessions at conventions have provided me with valuable information and/or ideas related to my teaching duties. N SA A D SD I

10. I feel the quality of workshop resource people is usually good. N SA A D SD I

11. I feel the quality of keynote speakers at conventions is usually good. N SA A D SD I

12. I believe there is room for much improvement in the programs and organization of teacher conventions. N SA A D SD I

13. I am attracted to conventions by interest and quality of content. N SA A D SD I

14. Attending convention workshops is a waste of time because I am not able to implement many of the ideas. N SA A D SD I

15. I feel obligated to attend conventions. N SA A D SD I

16. I feel some form of registration should be required each day of the convention to ensure that teachers attend. N SA A D SD I

17. The present location of the convention I attend is satisfactory. N SA A D SD I

18. I find the distance I must travel to conventions and/or the arrangements I must make in order to go, an onerous burden. N SA A D SD I

19. I think the eleven convention associations that now exist in Alberta should be decreased in number in order that workshops and general sessions might have greater variety and quality. N SA A D SD I

COMMENTS:

20. I feel teacher conventions should be designed to meet specific in-service needs. N SA A D SD I

21. I feel that the number of teachers in attendance at a session is a good enough evaluation of the session. N SA A D SD I

22. I prefer to see conventions evaluated from a total perspective rather than evaluating each speaker or workshop. N SA A D SD I

23. I am unclear as to the purpose of conventions. N SA A D SD I

24. I have noticed that the format and goals of conventions change from year to year. N SA A D SD I

25. I feel conventions are structured so valuable in-service opportunities are provided for teachers, regardless of their duties or interests. N SA A D SD I

26. I feel the goal of keynote speakers at conventions is to provide inspiration for teachers as opposed to technical information. N SA A D SD I

27. I feel teacher conventions have positive public relations value. N SA A D SD I

28. I feel parents generally support and see merit in attending teachers conventions. N SA A D SD I

29. I find conventions re-vitalize my spirits and give me a more positive orientation to my teaching duties. N SA A D SD I

30. I feel practical workshops are best conducted as a separate in-service activity rather than as part of a convention. N SA A D SD I

31. I feel professional development and in-service activities should be conducted through A.T.A. and/or school districts, and not be included in convention activities. N SA A D SD I

COMMENTS:

32. The dollar cost to me to attend the last convention was reasonable. N SA A D SD I

33. Excluding convention fees, please estimate your out-of-pocket costs for the last convention:

(1) Less than $25.00 ____ (2) $25.00 - $49.00 ______
(3) $50.00 - $99.00 ____ (4) $100.00 - $150.00 ____
(5) more than $150.00 ___

34. I feel the ideal number of delegates for a convention, considering cost, variety of speakers and/or workshops, etc., is: (Please check one)

(1) Less than 1,000 ______ (2) 1,000 - 2,000 _______
(3) 2,500 - 4,000 ______ (4) 4,000 - 4,500 _______
(5) greater than 4,500 ____ (6) I am neutral _______

COMMENTS:

107 Grandin Village,
St. Albert, Alberta,
T8N 1R9.

May 9th, 1980.

Dear Colleague:

Approximately one week ago you should have received a questionnaire designed to solicit your opinion with respect to teacher conventions. If you have already returned the questionnaire I would like to take this opportunity to thank you for having done so. If you have not yet had the opportunity to fill out the questionnaire, I look forward to hearing from you!

I am well aware of the calls on your time particularly at this point in the school year, however, I do believe that you have a valuable contribution to make in the design of more effective teacher conventions.

Since a postal strike looms on the horizon, I urge you, if you have not already done so, to please complete and return the questionnaire as soon as possible. Your cooperation is greatly appreciated.

Sincerely,

Harold R Hayter

Harold R. Hayter.

HRH/tb

Appendix B

Questionnaire Responses

ABSOLUTE FREQUENCY DISTRIBUTION AND RELATIVE FREQUENCY (PERCENTAGE) DISTRIBUTION OF RESPONSES TO QUESTIONNAIRE ITEMS (N - 438)

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Inappropriate
		SD	D	N	A	SA	I
1. School trustees should be encouraged to attend and become involved in teacher conventions.	#	9	37	49	195	143	5
	%	2.1	8.4	11.2	44.5	32.6	1.1
2. The A.T.A. gives convention organizers a satisfactory degree of freedom to organize and run their own conventions.	#	2	4	130	197	86	19
	%	0.5	0.9	29.7	45	19.6	4.3
3. I should be allowed to attend the convention of my choice; regardless of location and date held.	#	72	183	38	82	52	11
	%	16.4	41.8	8.7	18.7	11.9	2.5

		SD	D	N	A	SA	I
4. I consider the topic rather than where the speaker is from when deciding which general session to attend.	#	2	27	15	198	188	8
	%	0.5	6.2	3.4	45.2	42.9	1.8
5. I feel socializing at wine and cheese parties etc. is a good way to get ideas, learn about new materials, and share common problems.	#	38	102	62	171	60	5
	%	8.7	23.3	14.2	39.0	13.7	1.1
6. I think the concerns and interests of teachers in rural areas and urban areas differ.	#	14	137	33	203	44	7
	%	3.2	31.1	7.5	46.3	10.0	1.6
7. I feel convention planners should take into consideration differences between urban and rural teaching situations when developing programs.	#	7	89	40	252	45	5
	%	1.6	20.3	9.1	57.5	10.3	1.1
8. I believe that separating rural and urban teachers for conventions would be a deterrent to equal professional development opportunities.	#	13	105	54	193	66	7
	%	3.0	24.0	12.3	44.1	15.1	1.6
9. Workshop sessions at conventions have provided me with valuable information and/or ideas related to my teaching duties.	#	7	36	37	254	95	9
	%	1.6	8.2	8.4	58.0	21.9	2.1
10. I feel the quality of workshop resource people is usually good.	#	2	34	37	313	45	7
	%	0.5	7.8	8.4	71.5	10.3	1.6

		SD	D	N	A	SA	I
11. I feel the quality of keynote speakers at conventions is usually good.	#	6	27	16	308	78	3
	%	1.4	6.2	3.7	70.3	17.8	0.7
12. I believe there is room for much improvement in the programs and organization of teacher conventions.	#	8	125	58	182	62	3
	%	1.8	28.5	13.5	41.6	14.2	0.7
13. I am attracted to conventions by interest and quality of content.	#	6	63	25	260	79	5
	%	1.4	14.4	5.7	59.4	18.0	1.1
14. Attending convention workshops is a waste of time because I am not able to implement many of the ideas.	#	79	251	44	39	5	20
	%	18.0	57.3	10.0	8.9	1.1	4.6
15. I feel obligated to attend conventions.	#	11	56	20	249	95	7
	%	2.5	12.8	4.6	56.8	21.7	1.6
16. I feel some form of registration should be required each day of the convention to ensure that teachers attend.	#	165	163	32	53	21	4
	%	37.7	37.2	7.3	12.1	4.8	0.9
17. The present location of the convention I attend is satisfactory.	#	20	28	8	274	108	-
	%	4.6	6.4	1.8	62.6	24.7	-

		SD	D	N	A	SA	I
18. I find the distance I must travel to conventions and/or the arrangements I must make in order to go, an onerous burden.	#	130	21.3	26	23	14	14
	%	29.7	52.7	5.9	5.3	3.2	3.2
19. I think the eleven convention associations that now exist in Alberta should be decreased in number in order that workshops and general sessions might have greater variety and quality.	#	62	156	106	78	22	14
	%	14.2	35.6	24.2	17.8	5.0	3.2
20. I feel teacher conventions should be designed to meet specific in-service needs.	#	23	97	32	216	65	5
	%	5.3	22.1	7.3	49.3	14.8	1.1
21. I feel that the number of teachers in attendance at a session is a good enough evaluation of the session.	#	55	217	30	111	20	5
	%	12.6	49.5	6.8	25.3	4.6	1.1
22. I prefer to see conventions evaluated from a total perspective rather than evaluating each speaker or workshop.	#	27	151	62	158	31	9
	%	6.2	34.5	14.2	36.1	7.1	2.1
23. I am unclear as to the purpose of conventions.	#	91	281	16	27	8	15
	%	20.8	64.2	3.7	6.2	1.8	3.4

		SD	D	N	A	SA	I
24. I have noticed that the format and goals of conventions change from year to year.	#	8	149	71	191	8	11
	%	1.8	34.0	16.2	43.6	1.8	2.5
25. I feel conventions are structured so valuable in-service opportunities are provided for teachers, regardless of their duties or interests.	#	20	111	59	220	19	9
	%	4.6	25.3	13.5	50.2	4.3	2.1
26. I feel the goal of keynote speakers at conventions is to provide inspiration for teachers as opposed to technical information.	#	4	29	28	243	127	7
	%	0.9	6.6	6.4	55.5	29.0	1.6
27. I feel teacher conventions have positive public relations value.	#	7	88	74	222	45	2
	%	1.6	20.1	16.9	50.7	10.3	0.5
28. I feel parents generally support and see merit in attending teachers conventions.	#	21	125	102	163	13	14
	%	4.8	28.5	23.3	37.2	3.0	3.2
29. I find conventions re-vitalize my spirits and give me a more positive orientation to my teaching duties.	#	8	51	31	254	90	4
	%	1.8	11.6	7.1	58.0	20.5	0.9
30. I feel practical workshops are best conducted as a separate in-service activity rather than as part of a convention.	#	27	155	47	147	60	2
	%	6.2	35.4	10.7	33.6	13.7	0.5

31. I feel professional development and in-service activities should be conducted through A.T.A. and/or school districts and not be included in convention activities.

	SD	D	N	A	SA	I
#	36	170	64	125	39	4
%	8.2	38.8	14.6	28.5	8.9	0.9

32. The dollar cost to me to attend the last convention was reasonable.

	SD	D	N	A	SA	I
#	10	37	20	309	53	9
%	2.3	8.4	4.6	70.5	12.1	2.1

33. Excluding convention fees, please estimate your out-of-pocket costs for the last convention.

Costs	#	%
(1) less than $25.00	246	56.2
(2) $25.00 - $49.00	98	22.4
(3) $50.00 - $99.00	52	11.9
(4) $100.00 - $150.00	25	5.7
(5) more than $150.00	16	3.7

34. I feel the ideal number of delegates for a convention, considering cost, variety of speakers and/or workshops etc. is: (please check one)

Number of Delegates	#	%
(1) less than 1,000	61	13.9
(2) 1,000 - 2,500	111	25.3
(3) 2,500 - 4,000	37	8.4
(4) 4,000 - 4,500	9	2.1
(5) greater than 4,500	9	2.1
(6) I am neutral	210	47.9

Appendix C

Respondent Comments

1) Comments on Items 1 - 34

2) General Comments

Respondent Comments

Comments have been identified as being made by rural (R) or urban (U) and according to convention association affiliation based on the following numerical ordering:

1. North Peace
2. South Peace
3. North Central
4. Palliser
5. South West
6. Red Deer
7. Calgary City
8. North East
9. Greater Edmonton
10. Central East
11. South East

Comments on items 1 - 34.

Item 1. School trustees should be encouraged to attend and become involved in teacher conventions.

U-9 Should not have been encourages - nor excouraged "we" would be burdened by more hair brained ideas than "we" presently are!

U-7 I feel that they should be encouraged to attend but only as a spectator - no involvement with planning or conducting session.

Item 2. The A.T.A. gives convention organizers a satisfactory degree of freedom to organize and run their own conventions.

R-4 I have never been involved in any convention organizational activities.

Item 3. I should be allowed to attend the convention of my choice, regardless of location and date held.

U-9 Irrelevancy at any cost...wherever you get it!

U-11 Must know number attending otherwise impossible to stage convention within a budget.

R-10 On a general basis this may be impracticable but it would be ideal for some teachers. e.g.: Music or French teachers, being specialists often have very little of their own conventions.

U-9 It would be much too costly to have teachers do this.

R-6 Totally impractical though would be nice.

R-2 I disagree here because I suppose that is what subject conferences are for and that it would be difficult thing to co-ordinate.

U-9 I have never thought of attending at another location; I feel it would not have the value for me that attendance in my own area has.

Item 4. I consider the topic rather than where the speaker is from when deciding which general session to attend.

U-9 I consider both.

U-9 If one uses intelligence in what they eat, they consider all components - why go hear from one you've heard before. . . "same old dog doing the same old tricks."

U-11 Topic has first priority, then speaker is considered, speaker can make difference regarding attendance.

R-10 Only 1 general session at a time with no alternatives.

R-6 Wine and cheese parties are for fun not to discus "problems."

U-9 I consider not so much 'where' the speaker is from nor 'what' the stated topic is as the person himself or herself - by reputation - do they have anything to say which I will find beneficial i.e.: help me to be a better person and/or teacher. I do not want to be told how incompetent teachers are without some suggested corrective measures.

U-7 I consider the topic, and the background of the speaker (training, published, occupation, etc.).

U-7 I consider "who" the speaker is - not his/her topic, and certainly not where they are from.

U-7 It might lead to more understanding between the two groups, depends on the speakers.

R-8 We only have one general session at a time so a choice is not required. In the case of other sessions, I consider the topic rather than where the speaker is from.

R-3 Some of the reasons to attend is social renew, friendships etc - keeps communication between areas open.

U-11 There is no choice as to which general session to attend.

Item 5. I feel socializing at wine and cheese parties etc, is a good way to get ideas, learn about new materials, and share common problems.

U-7 Concerning number 5, why does everyone assume the "be all" is wine and cheese? I like wine, but I know many of my friends don't or can't. These people are automatically excluded form "sharing times."

R-8 Since very few teachers attend the wine and cheese parties, and since everyone contributes financially to these functions, I feel these functions are expensive and unnecessary.

U-11 Partying at private conventions is alright in the evening, but not during convention time.

U-10 Only a limited number of people are able to attend the wine and cheese parties that usually precede the opening sessions. I also feel that these people usually over do the party portion rather than share ideas and concerns.

R-8 Wine and cheese are bribes to latent alcoholics - I would bet that if only juice or tea were served the #'s would diminish by ½.

R-3 Hate wine so it costs me money I can use for other things. As teachers teaching the ills of "Boozing" but consume it. Double standard again.

R-6 Good theory but does not happen in practise.

R-5 Wine and cheese isn't necessary. Coffee time is just as good.

Item 6. I think the concerns and interests of teachers in rural areas and urban areas differ.

R-10 Only concerning facilities, parent relationships.

R-3 Basically the same, just probably differ quantitatively and quantitatively at certain degrees or levels.

U-3 There are areas where rural and urban teachers differ and where they are similar (see Doug Ribne's article in the upcoming A.T.A. magazine), the question is far too nebulous.

U-9 Some concerns and interests differ - many do not!

R-8 I think a teacher in a Hutterite Colony would have different concerns compared to Edmonton. Yet larger rural areas and urban areas may have common concerns and interests.

R-3 Dosen't mean they shouldn't communicate!

U-7 I feel rural and urban teachers can share and learn from each other. To keep perspective, rural and urban teachers should have more interaction.

R-4 I believe the concerns and interests are the same but that the applications or resources differ greatly.

R-6 Rural and urban teachers have some problems the same but some different but not so different they would have to attend different conferences.

U-9 I feel that the urban and rural teachers have the same basic concern - the instruction of children, to prepare them for life here and hereafter. However there may be different approaches made due to their environment, interests and needs. For this reason I feel that the Districts are better able to organize their own conventions. It would be very difficult for the organizers to plan for all groups as well as to provide accommodations for all.

R-6 I disagree with 6, 7, 8, because a teachers' job is to diagnose and prescribe the right technique to help each child learn to the best of his ability. Children are children - whether urban or rural.

U-7 Questions 6, 7, 8, - No familiarity with rural settings.

Item 7. I feel convention planners should take into consideration differences between urban and rural teaching situations when developing programs.

U-9 They do. The problem does not lie in rural/urban, it rests on the failure to survey or enquire of members re - relevant material per subject matter/course, etc.

Item 8. I believe that separating rural and urban teachers for conventions would be a deterrent to equal professional development opportunities.

U-7 Should be separate only because of space available. Does quality of speakers suffer because dates are different?

U-7 I have not taught in a rural area so I don't feel qualified to answer questions 7 and 8.

U-9 Many rural areas come to the city for their conventions due to the accessability of materials, resources, speakers and also accommodations for guest speakers. Rural areas also provide facilities unavailable in the city.

U-11 Urban schools and teachers should provide guidance and ideas to rural teachers and rural teachers can provide ideas, when modified, can be used in an urban setting.

R-5 I would be opposed to the suggestion of separating rural and urban conventions.

Item 9. Workshop sessions at conventions have provided me with valuable information and/or ideas related to my teaching duties.

U-9 Strike the word "valuable" then choose A.

U-7 Sometimes.

U-9 I have not attended any workshops at conventions.

R-11 Very uninformative.

U-9 I never go to workshops.

R-4 Some years since workshops available.

U-10 Most workshop sessions that I have attended are dominated by the guy who thinks he has all the solutions.

Item 10. I feel the quality of workshop resource people is usually good.

R-4 Some years since "workshops" available.

U-9 I never go to workshops.

R-11 Some very poor examples of their field.

U-7 Have not attended enough workshops to make a statement.

R-2 Resources people are limited by finances in this area.

U-7 Varies from year to year.

R-3 Have seen some bad ones.

U-7 Workshops appear to have become a secondary aspect of the Calgary convention. Speakers are brought in at great expense from distant points and too often present "a canned speech". I feel a much better use of local personnel could be made.

Item 11. I feel the quality of keynote speakers at conventions is usually good.

U-7 Workshops appear to have become secondary aspect of the Calgary convention. Speakers are brought in at great expense from distant points and too often present "a canned speech". I feel a much better use of local personnel could be made.

U-7 I've heard some bummers!

U-7 I don't find quality usually good - or usually bad. The question is indeed inappropriate!

U-9 I have attended an equal amount of both good and bad seminars in my opinion.

R-5 This year was a pleasant exception.

R-2 They are o.k. but again money dictates who you will get.

R-6 Keynote speakers brought in from great distances e.g. California, New York, Toronto are not really needed. I feel we have knowledgeable people within our own province. This would also cut costs considerably.

U-5 I have seen a marked improvement in the quality of the keynote speakers and the workshop sessions over the past several years. I feel that quality of speakers for the 1979-1980 convention was outstanding but we should continually strive for excellence and improvement.

Item 12. I believe there is room for much improvement in the programs and organization of teacher conventions.

U-7 This year was too highly geared to junior high.

U-5 I have seen a marked improvement in the quality of the keynote speakers and the workshop sessions over the past several years. I feel that quality of speakers for the 1979-1980 convention was outstanding but we should continually strive for excellence and improvement.

U-9 Larger facilities should be available for the more popular speakers. It is uncomfortable to stand and/or take notes in a packed room for 2 hours.

U-7 There is always room for improvement, but I have appreciated what has been presented each year.

R-6 Disagree because organizing for 1,000's is not an easy task.

U-11 This answer is based on S.E. Conventions which has been quite good in the last 5-6 years. I understand that other Convention areas would answer "A" or "SA".

U-7 There's always room for improvement but "Much"?

Item 13. I am attracted to conventions by interest and quality of content.

U-7 ...also the social aspect, renewing acquaintances, sharing feelings over common problems, etc.

U-3 To whose interest and to whose quality of interest are you referring - mine or the conventions?

U-6 We are required to attend conventions.

R-4 While I am attracted to conventions by interest and content, the fact that I will not be paid unless I attend detracts somewhat from the feeling that I have any choice in the matter.

U-7 Only attend conventions, a - because of moral and professional obligation and b - because I want to.

U-9 Preface by " I would " vs " I am ".

U-3 There should be a variety of topics and conduct various workshops and field trips for science and outdoor education.

Item 14. Attending convention workshops is a waste of time because I am not able to implement many of the ideas.

U-7 I have too many ideas to implement now.

U-7 Sometimes true, sometimes false.

R-3 Most workshop sessions are a valuable source of practical information, but I have attended sessions in which the programs and ideas discussed were highly inappropriate and/or too narrow of scope for implementation in the public school setting.

R-6 I look forward to conventions for the ideas, and I can get - a personal "shot in the arm" and - how to become a better teacher is important to me.

Item 15. I feel obligated to attend conventions.

U-7 I feel I should because I'm being paid a salary, but I wouldn't stay away to go "skiing". I think all conventions are worthwhile.

R-6 I look forward to conventions for the ideas, and I can get - a personal "shot in the arm" and - how to become a better teacher is important to me.

U-8 We get paid extra for going.

U-9 I feel obligated but attend willingly - with pleasure.

R-3 Any "obligation" is self imposed.

Item 16. I feel some form of registration should be required each day of the convention to ensure that teachers attend.

U-11 S.E. conventions provide each teacher with a card which has to be submitted to the respective Boards stating attendance. Each teacher has to answer (hopefully truthfully) and the Board "docks" you if you were away but not sick.

U-7 Come on now, we're professionals.

U-7 Creates dishonesty.

R-4 Big brother clause?

U-9 I feel most of us are professional enough to attend a seminar that would benefit us. If you really didn't want to be there you could still register and then leave.

Item 17. The present location of the convention I attend is satisfactory.

U-7 Its' terrific - if one seminar is lousy you can quickly get to another.

U-3 Poor and expensive parking facilities.

U-8 # 17 and 18 are not contradictory - it is a fact for us in Fort McMurray.

Item 18. I find the distance I must travel to conventions and/or the arrangements I must make in order to go, an onerous burden.

R-11 I mind the expense of babysitter arrangements.

U-11 When I lived in Bow Island (31 miles away) the trip back and forth was unfair, when those living in the Hat were 10 minutes away.

U-9 Topic and speaker are considered jointly. If topic is interesting, speaker poor, I would not attend session. If topic is 50 50, speaker I want to hear, I would attend, etc.

R-5 It isn't onerous but it is somewhat of a pain.

R-3 $ only 'burden'.

U-5 The convention is held in my city of residence.

Item 19. I think the eleven convention associations that now exist in Alberta should be decreased in number in order that workshop and general sessions might have greater variety and quality.

R-6	Better general speakers could be brought in with combined money.
R-6	I feel the money and the time would be better spent on conventions for specific groups of teachers on a province wide basis - if subject, grade etc.
R-3	I agree but it may create other problems ie parking, people congestion at convention centres, lack of suitable convention settings to accommodate large crowds.
U-9	I believe that if the number of conventions were decreased then you would have fewer conventions and the numbers of teachers would be too large to accommodate. I'm not sure that reducing the number of conventions would provide greater variety although it could increase the quality.
R-11	Most sessions are crowded now.
U-7	How would this improve the quality?
U-11	Convention areas are too large now.
R-4	I am sceptical about the assumption that there would be an improvement. I greatly fear that the only result would be over crowded sessions of the same quality and variety.
U-9	I don't really know if this would make the convention better.
U-9	Simultaneous conventions in Calgary and Edmonton might add some variety.
R-6	I feel conventions should steer away from workshops and leave that to local Institutes and In-service days. I'd rather see Keynote sessions of an inspirational nature. I would prefer to go to Edmonton for our convention where we have friends and family we could stay over with and better shopping and entertainment that could be taken advantage of if one were to stay in for the rest of the weekend! And therefore I agree with # 19 above as well!
R-3	Increased!
U-9	Increased, they are too large already.

Item 20. I feel teacher conventions should be designed to meet specific in-service needs.

U-9 Who is to decide "specific in-service needs"? These change with individuals and over time. Convention organizers need to be "aware of the times". (Whatever that means) - know what concerns people have according to current social problems generally felt by the public and those concerns that teachers specifically have in terms of their development as educators.

R-10 Should do this, but not be restricted to such.

U-7 That's a School Board responsibility to not only, but be included as part of it.

U-9 Convention should be a time for new thought and evaluation of one's teaching methods as well as gaining new ideas.

U-7 No that is not responsibility of A.T.A. (rather that is school boards jurisdiction) conventions should be general.

R-3 I feel that #20, is not that easy to answer. Some sessions of the convention should meet specific needs.

R-6 For those of us in rural areas - in-service is otherwise never received.

Item 21. I feel that the number of teachers in attendance at a session is a good enough evaluation of the session.

U-7 I don't really see that the number of teachers at a session is a good enough evaluation of a session. I have been to many crowded sessions at which a speaker has pulled out dry, dusty, ideas for the umpteenth time. Especially if they are a paid speaker.

R-11 There is definately a need for evaluation forms to improve the quality.

U-7 Not necessarily. Murray Banks - who usually draws a crowd is using some very tattered and shopworn ideas and jokes.

U-7 Not always, some are too chicken to get up and walk out.

U-9 I feel that the attendance at any convention in general is indicative of interest. If you are speaking of an individual session, attendance is not a good evaluation. We know whether a session has been good only after we have attended it.

U-9 Unless session is limited enrollment.

U-7 A teacher may not be able to attend one session, not because he/she doesn't want to, but because of a conflict.

U-7 Ridiculous - just because a large number of people attend a session doesn't mean its good - they can all be tricked, fooled, misled.

U-7 Not necessarily, low attendance may be an indication that sessions are running on same schedule.

U-9 Unless the session is a repeat, often the number of people attending a session is an indication of the notoriety or reputation of the speaker rather than the content or excellence of that particular session.

Item 22. I prefer to see conventions evaluated from a total perspective rather than evaluating each speaker or workshop.

U-3 What do you mean - "a total perspective?"

U-7 We need both - by evaluating each speaker or session an overall picture develops. With just an overall evaluation, they get lost in the shuffle - or more properly the mediocre sessions get overlooked - too often they reappear next yeas!

U-9 Some speakers ineffective. We should spend our money on more top-notch speakers. Hearing a few very poor speakers makes me feel rather strongly on this point.

U-7 The whole is the sum of its parts.

U-9 You can also learn from rural/urban differences.

U-9 I feel both must occur. A convention as such might be most interesting yet individual speakers may be complete bust.

U-7 Both should be done.

R-3 Evaluation should be done both ways.

U-7 Both areas of evaluation are useful.

U-9 # 22 is a 2 part question, e.g. "I prefer ... perspective" - yes SA but I would not answer "rather than" - instead I would like to answer SA but have both types of evaluation, therefore - "in addition to" instead of "rather than".

R-6 Both.

R-4 Both - each evaluation leading to total evaluation.

R-6 All parts of the convention must be evaluated.

Item 23. I am unclear as to the purpose of conventions.

U-7 Really an insult to our intelligence.

Item 24. I have noticed that the format and goals of conventions change from year to year.

R-3 The greater goals of gaining more knowledge, inspiration, better teaching techniques never change - smaller goals do!

Item 25. I feel conventions are structured so valuable inservice opportunities are provided for teachers, regardless of their duties or interests.

U-3 What are "valuable in-service opportunities" exactly? Are you trying to get at the idea of being professional.

U-7 Speakers are usually good, and are valuable, but could be improved a bit. Some years for instances, there is little that is of value to librarians.

U-7 Sometimes - in large centres both functions of inservice and interest are available.

R-10 Some areas are not reached. Tough to do all areas each year.

Item 26. I feel the goal of keynote speakers at conventions is to provide inspiration for teachers as opposed to technical information.

U-7 At least it should be!

Item 27. I feel teacher conventions have positive public relations value.

U-7 Except for Scott Saville!

U-9 Ideally, conventions have a public relations value. However, we have been getting "bad press".

U-11 Public Officials and interested parents should be invited to listen to the Keynote speakers.

R-1 Should have positive public relations value.

U-7 Just another holiday for those teachers.

U-7 This could be improved by having more non-teachers involved (particularly politicians and members of the media).

U-7 Every year the media accuses us of going "skiing". Why don't they attend and count.

R-11 Public doesn't know what is going on - think it is a holiday at no expense to participants.

R-10 Through some media reporting.

Item 28. I feel parents generally support and see merit in attending teachers conventions.

R-6 In most communities I have lived in - Saskatoon, London, England, Onoway, Hinton, Lacombe, I find parents feel in general that the teachers are having a holiday and/or that conventions are an unfortunate nuisance.

R-10 In teachers attending?

R-4 Parents don't generally attend conventions.

R-3 Are the parents attending the conventions?

U-3 Ambiguous!

U-5 Who's attending, teachers or parents?

R-10 They tend not to think anything about conventions at all.

U-3 General public comment: Teachers go skiing instead.

Item 29. I find conventions re-vitalize my spirits and give me a more positive orientation to my teaching duties.

R-4 This depends on the speakers and their message.

U-10 The keynote speaker usually makes the convention a success for me.

U-7 I used to find a revitalization of spirit but this occurs less frequently now. I am sure a convention has a lot to offer a new teacher.

R-8 Only if the convention is well organized and the speakers have something of value to say.

R-1 Usually because of a keynote speaker like Father Larre.

U-7 It its a good one!

Item 30. I feel practical workshops are best conducted as a separate in-service activity rather than as part of a convention.

U-11 Convention is the opportunity to have a larger - SPECIALIST GROUP - which would be lacking in a practical In-Service Program.

R-5 Few parents know what goes on at conventions. I feel we need PD both at local and convention levels.

R-10 Should be both.

U-7 Not necessarily - some resource people are only available to conventions due to cost etc.

R-5 Particular workshops in my subject area have been of little assistance in my actual teaching (waste of time) however, I feel that they need not be this way.

U-3 A practical workshop on "Managing Stress" would be very beneficial - ie a subject that transcends subject matter and ability/age groupings.

U-7 Both alternatives have merit.

R-3 There is room for both.

R-1 Some people like practical workshops at conventions and there should be something for all.

Item 31. I feel professional development and in-service activities should be conducted through A.T.A. and/or school districts, and not be included in convention activities.

R-5 Few parents know what goes on at conventions. I feel we need P.D. both at local and convention level.

R-10 Should be both.

U-7 Not necessarily - some resource people are only available to conventions due to cost etc.

R-3 There is room for both.

R-1 Some people like practical workshops at conventions and there should be something for all.

R-4 But at conventions, higher quality leaders may be available.

R-10 In-service should be provided both at convention and in our own local workshops.

U-7 Professional development and in-service activities are conducted through our School District.

U-5 Our school district provides some excellent in-service activities. I feel it would be a shame to restrict some of these valuable resources to the school district when as part of a convention, they could benefit so many more teachers. It is not always necessary to go to such great lengths to find resources. There are often some extremely valuable resources in our own midst.

R-3 Both.

U-7 Would like professional development and in-service at conventions and through A.T.A. - never get enough professional development.

R-6 Where it comes from does not matter - but it should be provided.

R-10 Should be both.

U-7 Not necessarily - in large centres its possible to provide this as part of a choice of sessions.

Item 32. The dollar cost to me to attend the last convention was reasonable.

R-3 Thanks to friends - School Division could provide an allowance.

R-3 I feel that it is unfair that teachers have to pay so much to attend the conventions. Personally, I like the chance to go to the city but feel there should be a choice for those who wish to stay home.

R-3 The cost was reasonable only because I was able to stay with relatives. In Manitoba, teachers do not pay convention fees and all their travel expenses and $50.00 per day are paid by the MTS and the Locals.

R-3 In industry, employees are paid to go to seminars, etc plus expenses. Why should teachers have to pay out of their own pocket.

R-11 I couldn't affort over night stay and day care too.

Item 33. Excluding convention fees, please estimate your out-of-pocket costs for the last convention:

(1) less than $25.00 ________ (2) $25.00 - $49.00 ________

(3) $50.00 - $99.00 ________ (4) $100.00 - $150.00 ______

(5) more than $150.00 ________

R-1 I live in the city, so it only cost me a little amount for gas.

R-4 Since people living close in can commute to conventions, whereas those further out must usually rent expensive hotel rooms, it isn't at all equitable.

U-9 I answered #1 for the A.T.A. convention I attended this past spring. If the last convention I attended was the National Council of Math Teachers Convention in Seattle and my answer to the question would then be #3.

R-4 My wife and I both teach ($150.00).

U-11 If attending the "Banquet and dance" or similar affairs, the cost could be raised ($25.00 - $49.00) +.

U-8 We get paid transportation + $50.00 a day for attendint (part of our collective agreement).

Item 34. I feel the ideal number of delegates for a convention, considering cost, variety of speakers and/or workshops, etc. is: (please check one)

(1) less than 1,000 ______ (2) 1,000 - 2,500 _________

(3) 2,500 - 4,000 ______ (4) 4,000 - 4,500 _________

(5) greater than 4,500 ___ (6) I am neutral _________.

R-6	There are advantages to both large and small.
U-7	Calgary convention centre can handle 5000 and the choice of sessions is available.
U-7	I like the variety of choices available in a large local convention.
U-9	Of course the more delegates for a convention, the better the opportunity for quality keynote speakers.
U-9	The one thing that I dislike is an over-crowded room for a specific session. I also dislike very much some of the over-crowding we have had in the hallways, lobbies, etc. of our Greater Edmonton Convention.
R-8	# 34 would vary according to the facility used. Edmonton Plaza is inadequate for North Eastern Conventions.
U-3	I feel that the ideal number depends to some extent on how many can be accommodated in one facility. Edmonton does not have adequate accommodation in one building. Holding sessions in two (or more) buildings is a detriment to a good convention.
R-5	I'm not neutral but the question assumes specific costing knowledge.
R-6	I don't see that numbers of delegates matters - the more delegates, then more workshops should be made available.
R-3	I am not familiar with the costs involved so do not feel I can comment on #34.
U-7	It really depends on organization - any of these can be ideal.
R-10	Accommodation!

U-9	Of course the more delegates for a convention, the better the opportunity for quality keynote speakers.
U-9	The one thing that I dislike is an over-crowded room for a specific session. I also dislike very much some of the over-crowding we have had in the hallways, lobbies, etc. of our Greater Edmonton Convention.
R-8	# 34 would vary according to the facility used. Edmonton Plaza is inadequate for North Eastern Conventions.
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R-3	I am not familiar with the costs involved so do not feel I can comment on #34.
U-7	It really depends on organization - any of these can be ideal.
R-10	Accommodation!
R-1	Simply because the quality does not necessarily depend on numbers.
R-8	I taught my first year in St.Albert. I'm sorry that I don't remember how many people attended that particular convention. There was much more variety and therefore, a better convention.
U-9	For question # 34, the greater number of delegates allows for a larger selection of speakers but you must also be careful to include enough work sessions that would allow for attendance by all. Here both the large numbers this is difficult to achieve.

R-1 Simply because the quality does not necessarily depend on numbers.

R-8 I taught my first year in St. Albert. I'm sorry that I don't remember how many people attended that particular convention. There was much more variety and therefore, a better convention.

U-9 For question #34, the greater number of delegates allows for a larger selection of speakers but you must also be careful to include enough work sessions that would allow for attendance by all. Here both the large numbers this is difficult to achieve.

General Comments

U-7 Nagging pays. Usually, I just toss these and forget about them.

U-9 Please look to the definition of convention - that is a good place to start.

R-8 I feel conventions serve a useful purpose.

R-4 If conventions were held in places more isolated from shopping areas, attendance might be a lot higher at sessions.

U-7 Speakers are usually good, and are valuable, but could be improved a bit. Some years, for instance, there is little that is of value to librarians.

R-8 Although, some workshop speakers are good, I prefer interesting keynote speakers. But, then these are usually very expensive to get. Perhaps, if several convention organizations got together, we could afford 'high quality' keynote speakers.

R-1 At our last convention there had been a late change in location and who was to plan. Booklets did not indicate grade level of subject areas so much valuable time was lost.

U-9 Topics too general.

R-4 Workshops tend to be too large thus, become lecture sessions.

U-9 I feel that all the ideas gained at conventions cannot be implemented in the ordinary classroom.

R-3 Ideas exchanged through socializing were not approached in this questionnaire and should perhaps be a factor in convention planning.

R-3 Most convention speakers are out of touch with reality in the classroom.

U-9 There has been a problem of not being able to attend a subject area workshop because of interest of educators in that area and an overflow of attendance in insufficient size rooms.

U-9 I feel that conventions and workshops should be held during spring and summer vacations and not during the shcool year.

R-3 Teacher convention is too large. Workshop sessions are always overfilled.

U-9 The workshop sessions are of much greater value than the general sessions. I was not interested in any of the topics or speakers offered in the general sessions. Practical in-services are of much greater value.

U-9 We need more workshops in the more specialized areas. (special ed.)

R-4 I was extremely disappointed with the lack of workshop sessions at our convention this year. The only sessions available were simply papers presented to us - I felt that the entire convention could have been mailed to my home where it would have afforded me a pleasant evening's reading.

U-7 This year's convention showed an improvement over past years. I've heard some poor, uninteresting speakers before, and enjoyed myself this year more than any other.

U-3 Because of our mobile society, I feel that it is important that we all work toward common goals in education.

U-9 To "import" keynote speakers it is essential to have the numbers to cover the cost. I do feel a great deal of local talent is overlooked for speakers and leaders.

R-6 Our convention has no workshops.

U-9 I would find specific grade level workshops more helpful.

R-1 I don't like to do a questionnaire unless I really am going to hear about it again and find out how it was used.

U-7 I am a special education teacher and feel that most general conferences do not deal with the needs, concerns, and updating (professionally) that special education people need. The best conferences come from special education professional organizations, i.e. CEC, CAMR, etc.

R-4 Good luck on your thesis! I think it's a very useful and timely topic you have chosen.

R-3 There are few good workshop sessions at the ECS level.

R-4 I can not remember attending a workshop at a convention in the last 5 years, not because I did not want to, but I was only offered the same mass general concept style. I believe that we need to get back to the smaller workshops.

R-6 I prefer not to make harsh decisions on the convention until I find out, by helping to organize, how much work is involved. Thanks for the efforts all have put in.

R-8 I feel that our last convention's main speaker - Dr. Chalmers was a waste of time - out of touch with reality.

R-3 I would like to see more sessions dealing with "gifted" children and how to help them in our classrooms.

U-3 Would like to see area conventions. Parking is impossible, conference rooms are overcrowded and stuffy. The system is too big. Would rather see the money spent on P.D. days.

R-10 I feel that since we have to go to teachers' conventions, our hotel and food expenses should be paid for by the board of A.T.A. A supplement at less is in order here.

U-3 The purpose of a convention is to share educational ideas - I don't understand how you can differentiate the "good" students as rural and urban. The teacher should be at convention for benefit of students.

U-7 The main problem in Calgary city is lack of space. In order to hear a speaker, you usually have to miss the session right before in order to get there early enough to get in. Sometimes gets so frustrating that I give up in disgust and just go home.

U-4 The total cost for the convention I attended is about 1/3 million dollars. I doubt if it is worth it.

R-6 I attended Red Deer convention at Red Deer and would prefer it if this convention was moved to Edmonton or Calgary.

R-6 I have never been to a "workshop" at a convention. It's always been keynote speakers. I think in-service needs should be met by P.D. days.

R-11 I think if the conventions were larger there would be less exchange of problems and ideas between teachers and this is sometimes more helpful than what a speaker can give. Personal contact is the most important feature of workshops, in-service programs or conventions as a whole.

U-7 Calgary city convention is getting much too large. Provisions must be considered for satellite centres. It is nice to have the convention centre centrally located but access to and from the Calgary convention centre is turning many teachers off non-attenders.

U-9 Fewer, maybe 2 conventions should be held each year. I find more interest and enthusiasm is evident, when one goes away from home. There are too many distractions to lure one away from conventions when they occur in your home city.

R-4 Your questions are a bit loose in that all can be qualified with a "yes, but..." or "no, but...". Good luck.

U-11 If it becomes too large a group one tends to stay with their own school staff or school system rather than expanding out to other teachers and sharing other ideas. The larger the group the more you will remove yourself from that group and therefore, become less involved.

R-5 The convention is a good excuse for a holiday. We go to the sessions and then shop, go to a show and to dinner. Wouldn't miss it! Am not concerned about the cost!

R-3 Crowds of the size I have experienced can also be intimidating and claustrophobic. One is often tempted to skip the crowded stuffy room and go for a coffee or a drink with a few friends. I would prefer to spend the time in worthwhile professional development. Are evaluations used to improve future conventions? How are delegates selected? I have wasted some hours listening to speakers that I would rather have missed.

R-5 Conventions are a "shot in the arm". Come back revitalized. If I have specific problems an Institute would be the place to have that discussed.

U-7 The opportunity to experience other conventions throughout Canada for more "classroom" teachers would be beneficial.

R-10 Many teachers take an unprofessional "laisse-faire" attitude towards teachers' conventions. They regard it as a two-day mid-winter holiday, utilizing most of their time "to go shopping" in the city. They show up at general sessions and that's it. There is a definite need for a change of attitude by teachers. This is evidenced by the almost empty room at the last "general session" on Friday p.m. In order to build confidence in the general public in the usefulness of conventions, teachers should act more responsible and professionally - full attendance, participation in all facets of the convention and communicating conventions' activities to the public is a must.

R-3 There should be some indication in the convention booklet sent to us, as to how many are able to attend a particular session. There is nothing more frustrating than planning where you'll go to find a limited number may attend or that there is "standing room only".

R-11 I find the urban centre lacks the money and facilities to develop more than one area of the program, for one school, it is sports. Other departments can't afford the latest texts or audio-visual materials and lose touch with the flow of ideas available in larger departments in urban settings.

U-9 Forgive my skepticism ... I cannot help but wonder what good the expense, effort and time involved in this questionnaire will bring. Past experiences have made me doubtful of the worth of questionnaires and surveys.

R-3 I feel that the organization of the conventions is generally good. There has been a fairly good balance between the inspirational and practical. However, I must prefer a smaller convention.

R-4 I liked conventions when I first started teaching but, now I prefer small workshops. I wouldn't mind hearing an inspirational speaker once every 2 or 3 years for a one day session but, I think 2 days every year is a waste of time. I don't get enough from it to make it worthwhile. I'm bored with many of the talks yet feel that it is wrong to go shopping or just socialize or whatever. I want the day to be worthwhile.

U-7 Really directional questioning - have some concerns over wording of some of the items.

R-11 Teachers' conventions are like many other conventions, groups, lodges, etc., you get exactly out of it, what you put into it. I know we go to convention expecting a cure-all for all our ills and I know that is impossible.

R-11 I think there should be other times and places for teachers and trustees to get together rather than at conventions. I believe with the present mobility of the general population the concerns and interests of urban and rural teachers are becoming more the same but, that some things apply only to one group, and what works in one situation can apply in another and is always worth a try.

R-3 I feel that conventions should be decentralized, with more specific workshops in more specific areas spread throughout the year. Until one becomes accustomed to format and location of conventions, hotels downtown can be intimidating.

R-8 I can see one session for all teachers with a keynote speaker. For the life of me I can not see why we don't have in-service in all instruction areas. Social Studies, English are always the areas they have. I would like to see you do a survey on how often all subject areas of a school have in-service sessions. I feel most teachers don't even have a subject area at conventions to go to. I have had one in nine years.

U-9 Dr. Murray Banks was not only entertaining but also informative... until he began his sales pitch. I, for one, resent the "aura of commercialism" and "the stampede for book purchase" which punctuated his presentation. Father Larre was superb and inspiring in every way. One doesn't even mind the early rising to get to the "food for thought" that he delivered at breakfast.

U-7 I think teachers' concerns about children, materials and curriculum are always the same. There may be political differences.

R-8 Why not spend all the money that is spent on conventions in local high schools. The subject area could be broken up into areas. Held in different high schools. No money spent on hotels. We sure waste a lot of money in Edmonton hotels. Schools are free - teacher attendance would be 100% because you can't go shopping etc. It seems what we do now is say to teachers, take two days off on Edmonton streets.

R-6 Teachers not wishing to attend conventions will not do so no matter if it is compulsory or not. If they are not interested they are not helping themselves or others by attending. I feel conventions should provide the opportunity for teachers to relax and learn or hear ideas not necessarily new, but interesting in everyday life as well as educational issues.

R-3 In my view, the social, cultural and recreative aspects of a convention are just as important for the teacher's well being as the academic, professional development aspects.

U-7 The results should be interesting. I find the conventions extremely educational and stimulating. It is very refreshing and encouraging to see the speakers, displays (especially these) and fellow teachers.

U-9 I am not pleased with the choice of speakers and sessions given. There is little or nothing of relevance (or interest) offered, aside from a few practical in-services (e.g. learning disabilities). The keynote speakers were a sad lot indeed. Conventions should offer more challenging, thought-provoking sessions. They are very afraid of anything political - I wonder why?

U-7 Our convention should cut down on quantity and improve on quality. With such a large city though, it's nigh impossible - a convention must be general. Not enough workshop situations.

U-9 I would like to see more sessions offered basically for teacher interest (not necessarily to be applied to classroom) - for teacher growth and knowledge. E.g. More outdoor education programs and creative or craft and sewing sessions.

U-9 The quality of conventions has deteriorated in the last few years.

R-4 I feel the quality of speakers declined after Calgary city and the district conventions no longer ran consecutively. When one immediately followed the other, speakers must have considered that two speeches so close together made a long trip worth-while.

U-9 Up until this year Teachers' conventions have been a waste of time and effort.

R-4 Ontario is moving away from conventions. I am concerned about teachers who make no effort to attend conventions.

R-8 You get out of a convention what you are prepared to contribute. A negative attitude will result in a convention being of no value.

U-7 Because of negative press in Calgary (mostly from one school trustee who uses inflammatory and sensational language to gain press) I feel some parents are ambivalent regarding the value of Teachers' Convention. Perhaps we need some P.R. here?

U-9 I can only hope that the eventual reality of a convention centre will facilitate the activities of Edmonton Teachers' conventions. Somehow, the clamouring at the doors by participants vying for position detracts from the professional dignity which can and must prevail.

R-6 The limiting factor in size of convention should be the adequacy of facilities.

U-8 When working in the Cold Lake area, I attended the Northeast Alberta convention in Edmonton. Attending a convention at a distance from home was initially an inconvenience (so I thought) but the overall effect of comaraderie and festivity was a boon to the convention.

R-4 Our Palliser conventions are not workshops and they have not been so for 25 years.